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ABSTRACT

The trends toward an increase in the percentage of nonfarm members and the concurrent increase in the percentage of girls in 4-H programs prompted the need for this 1970 study involving Oregon, Washington, Montana, Wyoming, Colorado, Utah, and Arizona. A primary purpose for the study was to confirm or deny these suggested trends. The problem of the decreasing percentage of boys, coupled with urbanization and expansion of 4-H, was considered. Enrollments, recruiting methods, and projects of 4-H members were discussed, followed by results of staff interviews and staff-attitude surveys. It was concluded that the number of boys joining 4-H was not equal to the number of girls because the programs offered to boys did not meet the needs of nonfarm boys. Other contributing factors include program rigidity; inadequate, uninteresting project materials; lack of staff training and experience in new project areas; lack of administrative and staff support of urban programs; difficulty of finding male leaders in urban areas; and the prevailing "farm-boy" image of 4-H. Numerous suggestions for improvements are listed, and pertinent materials and tables are appended. (Author)

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A STUDY OF BOY/GIRL RATIO IN 4-H IN SEVEN WESTERN STATES

Conducted under Auspices of
Western States 4-H Study Committee

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University of California

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FOREWORD

The Western States 4-H Study Committee over the past twenty years has produced some of the most significant and widely used research information about working with boys and girls in 4-H that has been done anywhere. Federal support in planning studies and analyzing results has been an important factor contributing to the committee's success.

For the past few years, this Federal support has been lacking. In order to further research in the area identified by the committee as most pressing, the author undertook this study of the boy-girl ratio in seven Western States.

The author is Robert F. Davis, State 4-H Club Specialist from California. He has been a member of the Western States 4-H Study Committee or has met with the committee frequently during the past 15 years. He has been a county 4-H agent for four years, a county director of Extension for four years, and a state specialist for 16 years.

His interest in inquiring into the boy-girl ratio problem has been long standing and has recently been stimulated by the rapid decline in the percentage of boys in 4-H both in California, the West and nationally.

This study was conducted during a six months' sabbatical leave. No financial support was received except that provided in salary by the University of California.

The author sincerely hopes that this contribution to the information available about 4-H will have a significant effect on the 4-H program in the future.

ACKNOWLEDGEMENTS

The author extends his sincere appreciation to the State 4-H Club Leaders of Oregon, Washington, Montana, Wyoming, Colorado, Utah and Arizona for their help in arranging for county interviews.

To Director Bennett of Utah, our particular thanks for his work with the Western Directors to make this study possible.

Finally and most important, to those 88 county staff members and their secretarial staff, our sincere thanks for giving so freely and graciously of their time and effort to make this study successful.

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STUDY OF BOY/GIRL RATIO IN SEVEN WESTERN STATES

States involved in the study were Arizona, Colorado, Montana, Oregon, Washington, Wyoming and Utah. Four rural and four urban counties were selected in each state. Rural counties were those with the highest percentage of farm membership in 4-H. Urban counties were those with the most urban population or in some states with little real urban centers, those counties which had the highest percentage of urban membership. All counties selected were visited for staff interviews with the exception of Elbert County in Colorado. A severe snowstorm made it impossible to reach this county at the scheduled time. One week was spent in each state except for Oregon. Since Oregon was the first state, two weeks were spent there to develop the techniques used for the balance of the study.

Approximately three hours were spent in each county office, although in some cases where three counties were scheduled for one day the time per county was reduced to two hours. The total distance traveled was 9,600 miles or about 1,360 in each state.

Two basic instruments were used, a county data document and an agent attitude questionnaire. As a minimum, the agent having primary responsibility for the 4-H program was interviewed in each county. In as many counties as possible, all agents contributing significant amounts of time to 4-H were also interviewed. In most cases the county data document was forwarded to the county ahead of the visit so that the statistics could be gathered prior to the visit. During the visit the statistical document was checked for accuracy and completeness. Due to the lack of adequate records in some counties, all figures were not secured for all counties. Copies of the two questionnaires used are attached.

PURPOSE

For the past twenty years there have been two trends in the 4-H program which have been quite obvious at the state level and the national level. These are, the increase in percentage of non-farm members and the concurrent increase in the percentage of girls in the program. The increase in 4-H membership during this period has been primarily among rural non-farm and urban youth. The "traditional" 4-H projects in livestock and crops have proven to be less well suited to the new clientele than they were to farm boys (and girls). Home economics projects, on the other hand, have been equally at home in the city. It is fairly obvious that these facts have been at least partly responsible for the growing disparity in numbers between boys and girls in 4-H.

However, we felt that there was a need to confirm or deny this cause for the increasing percentage of girls in 4-H as well as to identify additional causes for this trend. A number of hypotheses have been developed during the past few years to account for the decreasing percentage of boys in 4-H. One of the primary purposes for this study was to try to test the validity of at least a few of these hypotheses. Some of them can only be adequately tested by controlled experimental work but a number could be checked by means of a fact-finding study coupled with a survey to uncover attitudes toward the 4-H program held by those responsible for operating it.

The Western States Study Committee has been investigating various aspects of the 4-H program for the past twenty years. The problem of the decreasing percentage of boys, coupled with urbanization and expansion of 4-H, have been identified by the members of the committee as being of prime importance. As a long time member of this committee, the author has accepted the responsibility for doing the preliminary work on the problem identified by the committee.

THE SAMPLE

Since the sample selected for study was not a random sample, it cannot be considered statistically as a representative sample of the total 4-H membership in the states involved. Therefore, all comparisons are made in terms of ratios, percentages and medians of the sample counties. Tests of significance would not be statistically valid under the circumstances; however, some of the differences which came to light in the study are of such magnitude that differences (or similarities) must be significant.

Among the 29 urban counties studied, only two were purely metropolitan areas -- Denver and Portland. All other urban counties contained rural and suburban areas as a significant part of the county 4-H program. In fact, several of the "urban" counties were actually much more rural in both program content and in clientele than were several of the "rural" counties in the study. One rather obvious reason for this was the actual policy of the state toward urban 4-H. The lack of any accepted policy dedicated to extending 4-H to urban young people resulted in programs being carried on which reached only rural and suburban families in the area around the city or cities. Some areas of difference as well as some areas of similarity become obvious upon an examination of the facts about the counties studied.

Percentage of Potential Members Reached

Total numbers of students in school in the fourth through twelfth grades was used as the figure for potential membership in each county. When compared to the actual membership the results shown in Table 1. indicate a wide variation in percentage reached. The percentage of boys reached was slightly less than half that of girls.

Table 1.

Percentage of Boys and Girls Grades 4 Through 12 in 4-H

	HIGH COUNTY	LOW COUNTY	MEDIAN	N = 55
BOYS	34%	1%	6%	
GIRLS	58%	2%	14%	

Boys in Scouting and Little League Baseball

Similar figures were computed for boys in Scouting and Little League baseball since these seem to be the chief competitors for male membership in 4-H. Percentages in these organizations are shown in Table 2.

Table 2.

Percentage of Boys in Scouting and Little League Baseball

	HIGH COUNTY	LOW COUNTY	MEDIAN	N
Scouts	88%	7%	27%	45 counties
Little League	59%	2%	21%	34 counties

Figures were difficult to secure in some counties so the number of counties was low in which percentages could be figured. Utah was a special situation as was part of Arizona. In these areas the L.D.S. church strongly supports the Scouting program both financially and by providing leadership. In the counties affected, the percentage of boys reached (by 4-H) is considerably below the average for all counties in the study. Table 3. shows the figures for six counties in this group for which all figures were available.

Table 3.

County	Percentage of Boys in Scouting	Percentage of Boys in 4-H	Percentage of Girls in 4-H
Rural	88	05	20
Rural	40	12	42
Rural	41	19	35
Urban	36	02	12
Urban	75	01	06
Urban	69	03	08

While there is little question that when enrollment in Scouting exceeds 50 percent of the total boys of 4-H age in the county the 4-H enrollment tends to be below average for the area, in those counties where membership in Scouting was near the median of 27% there does not seem to be any significant relationship between the percentage in Scouting and the percentage in 4-H. There does seem to be a tendency for Scouting enrollment to be higher in urban counties and lower in rural counties whereas the enrollment in 4-H (of boys) tends to follow the reverse of this pattern.

The important element seems to be the degree of support offered to a given organization by the community and in the case of boys, the men in the community.

Members Per Leader

Another hypothesis tested was that the membership in 4-H is directly affected by the leadership available. In the case of boys the factor of most importance is the availability and quality of male leadership. Two statistics were calculated for each county -- the number of boys per man leader and the number of girls per woman leader. While it is a fact that many boys are in clubs or project groups led by women, the figures available made it impossible to calculate the boys per leader of both sexes or girls per leader of both sexes. Since a number of agents indicated that men leaders were harder to obtain in urban areas than in rural areas we arranged rural and urban counties separately. See Table 4.

Table 4.

	Boy Members Per Man Leader	Girl Members Per Woman Leader
Rural Counties N=27		
High	15	14
Low	02	02
Median	07	05
Urban Counties N= 29		
High	21	09
Low	03	03
Median	07	05

The data in the table point to the fact that there is little difference between rural and urban counties in this boy/man, girl/woman relationship. Testing this with another statistic we looked at the boy/girl ratio compared to the man/woman ratio. The correlation between these two groups of figures is almost perfect indicating a strong relationship.

The data in Table 4. were calculated for each state and are shown below in Table 5.

Table 5.

State	N	Boy Members Per Man Leader			Girl Members Per Woman Leader		
		High	Low	Median	High	Low	Median
ARIZONA	7	15	05	06.5	14	04	05
COLORADO	7	11	05	05	08	04	06
MONTANA	8	21	05	06	07	03	05
OREGON	8	18	08	09	07	05	05.5
UTAH	8	10	04	08.5	06	03	05
WASHINGTON	9	15	06	07	09	04	06
WYOMING	8	08	02	04	05	02	04

These leader/member ratios seem to be tied closely to the organizational pattern used in the states. Oregon and Utah having predominantly project clubs have the fewest leaders in proportion to members of any of the states.

Factors Affecting Ratio of Girls to Boys

Another factor of major importance is the place of residence of the members. This is closely related to the hypothesis that projects attractive to boys such as livestock and crops are not well adapted to the urban situation. Unfortunately only 47 of the counties were able to identify boys and girls separately by residence. For purpose of analysis these were divided into urban and rural counties.

In Table 6. we show the percentage of members listed as rural and the boy/girl ratio for the group of counties listed as primarily rural and for the counties which were primarily urban.

Table 6.

	RURAL COUNTIES		URBAN COUNTIES	
	Percentage of Farm Membership	Ratio - Girls to One Boy	Percentage of Farm Membership	Ratio - Girls to One Boy
LOW	13	0.9	0	0.5
HIGH	76	3.1	56	4.4
MEDIAN	52.5	1.4	27	1.45
N =	26	23	29	24

Since all counties did not have comparable statistics for rural nonfarm, urban and suburban members we could not develop comparable figures for the urban members in the counties above. However we did develop a boy/girl ratio for urban members in each county.

Table 7.

URBAN MEMBERS	RURAL COUNTIES Ratio - Girls to One Boy	URBAN COUNTIES Ratio - Girls to One Boy
LOW	1.2	1.2
HIGH	10.2	26.1
MEDIAN	2.45	4.2

Although the median boy/girl ratio for farm members from both rural and urban counties was almost identical despite the fact that the percentage of farm membership was double in the rural counties that of the urban counties, the boy/girl ratio for urban members differs considerably between the urban and the rural counties. This is probably due to a difference of interpretation between the two

groups of counties as to what an urban member is. In both cases the median ratio shows a considerably larger proportion of girls among the urban membership in all counties.

The percentage of boys of 4-H age in the county who were in 4-H varied markedly between the rural counties and the urban counties. Table 8. shows this difference both in percentage of boys reached and in the ratio of boys to girls.

Table 8.

1969 BOY/GIRL RATIO IN COUNTIES CLASSIFIED AS

	RURAL		URBAN	
	Percentage of Total Boys in 4-H	Boy/Girl Ratio	Percentage of Total Boys in 4-H	Boy/Girl Ratio
N =	25	25	29	29
LOW	03	0.9	01	1.3
HIGH	34	3.5	16	9.7
MEDIAN	12.5	1.7	03	2.5

As can be seen in this table, a much larger percentage of boys in rural counties joined 4-H than was the case in urban counties. As a consequence, the boy/girl ratio was much less favorable to boys in the urban counties. Among those counties for which separate figures were available for boys and girls by residence, the ratio of boys to girls became less favorable to boys as the place of residence became more urban. Since the chief difference between the 4-H programs offered to farm boys and to the more urban boys both off the farm and in town is the absence of livestock projects among the urban boys, the practicality of carrying livestock projects seems to definitely be a limiting factor to urban enrollment of boys. Unfortunately, project enrollment by residence was not available in any of the counties involved in the study so we cannot say that the lack of livestock projects definitely inhibits the enrollment of boys in the urban areas -- at least as far as these counties go. Such figures have been available in California for several years and there demonstrate conclusively that enrollment in both livestock and crops projects is lacking in the urban areas.

Reenrollment of 4-H Members

Another hypothesis that has been advanced to account for the increasing proportion of girls in 4-H is that boys tend to drop out in greater numbers, proportionately, than girls. Checking the rates of reenrollment seems to bear this out. Twenty counties had a higher percentage of reenrollment of boys than girls. In thirty-one counties the girls led in reenrollment and three were the same for both. During the past four years this trend seems to be accelerating. Table 9. shows the trends in reenrollment from 1966 to 1969. Boys' reenrollment decreased in more counties than did the girls' and increased in fewer counties than the girls' did.

Table 9.

TRENDS IN REENROLLMENT 1966 TO 1969 BY PERCENTAGE

	B O Y S		G I R L S	
	INCREASED	DECREASED	INCREASED	DECREASED
N = 51	23	28	28	23
HIGH	54%	45%	38%	24%
LOW	01%	01%	01%	01%
MEDIAN	07%	11.5%	06.5%	04%
	No change 1		No change 1	

These figures did not parallel the figures for total enrollment in the same counties, but the enrollment of boys increased in fewer counties and decreased in more counties than was the case with girls. Table 10. Although the percentage increase was, on the whole, greater for boys than for girls, the number of boys was so much smaller in most counties that the net increase of boys was much smaller than that of the girls. The figures available for enrollment were fairly accurate in all counties. This cannot be said for the reenrollment figures. In a large percentage of the counties accurate figures for the enrollment of first-year members by sex were not available and had to be estimated from the total first-year members.

Table 10.

COUNTY TRENDS IN ENROLLMENT 1965 TO 1969
PERCENTAGE INCREASE OR DECREASE

	B O Y S		G I R L S	
	INCREASED	DECREASED	INCREASED	DECREASED
N =	36	14	42	11
HIGH	144%	38%	151%	35%
LOW	01%	02%	01%	03%
MEDIAN	33%	09%	15%	09%
	No change 4		No change 1	

The formula which was used in calculating reenrollment of members was as follows: current year's enrollment minus first-year members divided by previous year's enrollment. When some members from previous years drop for a year and then come back in, the reenrollment percentage will be in error but it is reasonably accurate as a measure of continuing membership. Only five or six out of the total 56 counties visited were aware of how to calculate this statistic. During years when enrollment increases the percentage reenrolling tends to decrease because of the proportionately larger number of first-year members. Figures for only one year, therefore, do not always give a true picture of the reenrollment rate in any county.

Enrollment of First-Year Members

Another look at the enrollment percentage was taken by comparing the enrollment of first-year members with the available number of boys and girls in the 4th, 5th and 6th grades. (In most states the first-year member population is almost equally divided among children from these grades.) The figures shown in Table 11. can be compared to those in Table 1. on page 2. They are very nearly identical, which indicates that the increase in total membership is based almost entirely on increased recruiting of first-year members and is influenced very little by any efforts to improve reenrollment.

Table 11.

FIRST-YEAR 4-H MEMBERS EXPRESSED AS A PERCENTAGE OF TOTAL BOYS AND GIRLS IN COUNTIES IN GRADES 4 - 6 INCLUSIVE

Sex	High County	Low County	Median Percentage	N = 54
Boys	31%	01%	6.5%	
Girls	56%	02%	13.0%	

Size and Type of Club -- Members Per Club

The size and type of clubs in which members and leaders work is another important factor affecting enrollment. The predominant club type among the states covered by this study was the project club. Some states such as Oregon and Utah have a preponderance of single project clubs, while others have a fair percentage of multiple project clubs where projects of the same type such as livestock are carried in the same club with one or more leaders and both boys and girls as members. Since both multiple project clubs and true community type clubs, where all types of projects are offered with many leaders, tend to be much larger than single project clubs, the number of members per club is a good index of the type of club. The sorting of clubs by type by those in charge of the program in each county varied tremendously due to differences in interpretation of the terms used. Therefore we have not used the figures for the various types of clubs represented in the counties.

Table 12. shows the number of members per club for each state -- the number of members per club in the highest and lowest county and the median number. Due to the wide variation in numbers among the counties, it was felt that the median represents a truer picture of the average club size than would be shown by the mean.

Table 13. compares rural and urban clubs in club size. There appears to be a slight difference, but not a significant one, favoring the urban clubs.

Table 12.

NUMBER OF MEMBERS PER CLUB BY STATE

State	High County	Low County	Median	No. of Counties
ARIZONA	36.0	10.2	23.8	8
COLORADO	20.2	6.1	17.4	7
MONTANA	19.2	6.4	13.05	8
OREGON	12.6	6.9	7.8	8
UTAH	8.0	4.2	5.8	8
WASHINGTON	19.0	11.0	13.3	9
WYOMING	18.2	13.7	15.25	8

Table 13.

NUMBER OF MEMBERS PER CLUB IN RURAL VS. URBAN COUNTIES

Area	High Club	Low Club	Median	N
RURAL	36.0	4.6	12.6	25
URBAN	32.5	5.1	14.1	29

Members Per Agent Year

Another factor considered was the number of members per agent year. In observing the programs offered in the counties visited, there seemed a definite tendency for boys' projects to require a greater input of agent time than was the case for girls' projects. Due to the lack of adequate records of time inputs in most of the counties studied, we were only able to lump together all the time spent by both men and women agents on the total program. Particularly in the project club oriented programs, the input of the home agents was primarily toward leader training and home economics activities and events. Men agents assumed more responsibility for the total program including events with both sexes included, promotion, organization, leader procurement, and reports and records. In those counties where home agents were in charge of 4-H, they assumed these responsibilities.

Table 14.

NUMBER OF MEMBERS PER AGENT YEAR

Area	High	Low	Median	No. of Counties
RURAL	1155	189	465	25
URBAN	2062	200	800	29

Although really adequate figures were not available dividing the input of time by boys and girls, a rough figure was obtained by dividing the agent years spent by men agents into the number of boys in the county program and the number of agent years of time spent by women agents on 4-H into the number of girls in the program. Results are shown in Table 15. The only value this statistic has is that it points to the present requirement for more time being spent per member on boys than on girls.

Table 15.

NUMBER OF MEMBERS PER AGENT YEAR

Clientele	High	Low	Median	No. of Counties
RURAL BOYS/MAN YEAR	618	153	348	25
RURAL GIRLS/WOMAN YEAR	4480	154	774	25
URBAN BOYS/MAN YEAR	848	148	408	29
URBAN GIRLS/WOMAN YEAR	4208	253	1390	29

Recruiting Methods

All 56 counties were queried as to the methods used to recruit 4-H members in the county. For each method, staff were asked to indicate the degree of usage whether by them or by leaders or members. The one method used least by counties was "enrollment contest." The methods used the most were "news stories" and "direct personal invitation by members." All ten methods ranked in order of use are shown in Table 16.

Table 16.

NUMBER AND PERCENTAGE OF COUNTIES USING TEN RECRUITING METHODS

Method	Not Used		Used to Some Extent		Used Extensively		Score
	No.	%	No.	%	No.	%	
g. News stories	2	3.6%	32	57.1%	22	39.3%	2.36
d. Direct personal invitation by members	2	3.6	40	71.4	14	25.0	2.21
b. Announcements made in schools	7	12.5	37	66.1	12	21.4	2.09
e. Radio and television announcements	15	26.8	24	42.8	17	30.4	2.07
c. Phone calls made by leaders	11	19.6	31	55.4	14	25.0	2.05
h. Special enrollment meetings	14	25.0	29	51.8	13	23.2	1.98
a. Notices or posters in schools	13	23.2	36	64.3	7	12.5	1.89
j. Direct mail invitations to join 4-H	35	62.5	13	23.2	8	14.3	1.52
f. Club recruiting committees	39	69.6	14	25.0	3	5.3	1.36
i. Enrollment contest	51	91.1	3	5.3	2	3.6	1.125

In most counties no special effort had been made to encourage more boys to join. Nearly all recruiting efforts were directed at general enrollment of both boys and girls. Since the preponderance of members joining as a result of these methods were girls, this would seem to reinforce the hypothesis that boys do not join organizations as readily as girls. Even in those counties where special emphasis was laid on the project offerings attractive to boys, when they contacted prospective members in schools they did not recruit a much better proportion of boys than was the case in counties where no such emphasis was made. In many of the more urban areas, current project offerings for boys are either impractical for the area because of restrictions or are not attractive for their acceptance. It is interesting to note that one method which would be most likely to be successful in recruiting more new members was the one least used -- the enrollment contest.

There was some difference among the states in the methods used for recruiting members. Table 17. shows the number of counties reporting each degree of use for the ten methods shown in Table 16.

Table 17.

NUMBER OF COUNTIES IN EACH STATE USING TEN RECRUITING METHODS

STATE	DEGREE OF USE	USE OF RECRUITING METHODS BY COUNTIES										
		a	b	c	d	e	f	g	h	i	j	*
ARIZONA	None	0	0	1	9	1	5	0	0	7	4	
	Some	8	5	5	5	3	3	4	6	1	3	
	Much	0	3	2	3	4	0	4	2	0	1	
COLORADO	None	1	2	3	0	1	5	0	0	6	6	
	Some	4	2	4	7	4	2	4	5	0	0	
	Much	2	3	0	1	2	0	3	2	1	1	
MONTANA	None	3	2	1	0	3	5	0	3	8	8	
	Some	4	6	2	5	4	2	6	3	0	0	
	Much	1	0	5	3	1	1	2	2	0	0	
OREGON	None	0	0	2	1	1	7	1	3	8	5	
	Some	7	5	4	5	4	0	3	3	0	2	
	Much	1	3	2	2	3	1	4	2	0	1	
UTAH	None	1	0	1	1	4	5	1	0	6	3	
	Some	6	5	4	6	3	3	4	7	2	2	
	Much	1	3	3	1	1	0	3	1	0	3	
WASHINGTON	None	3	2	1	0	4	0	9	5	9	6	
	Some	5	6	4	7	4	8	0	2	0	2	
	Much	1	1	4	2	1	1	1	2	0	1	
WYOMING	None	5	2	2	0	1	4	0	3	7	3	
	Some	2	6	6	5	2	3	3	3	0	4	
	Much	1	0	0	3	5	1	5	2	1	1	

*See page 4, item 16, of the County Data questionnaire, for list of methods, or see Table 16.

Projects

The remaining item of information secured from each county was the enrollment by boys and girls in each project available in the county. Since it was felt that enrollment was a good indication of interest in any given project by boys or girls or both, the top ten projects by enrollment were ranked one through ten. This was done for projects in which boys were enrolled, projects in which girls were enrolled and finally those ranked highest by the total enrollment, both boys and girls.

In order to secure a relative rank for the top ten projects for boys and the same for girls and the total participation, the relative rank was determined by multiplying the number of times each project was first in enrollment by one, second by two, etc., up to ten. Since the number of counties listing any given project in the top ten varied from 55 out of 56 to as low as 1, it was necessary to secure a weighted score by dividing the relative rank by the percentage of counties having enrollment in the top ten. Table 18. shows the weighted ranking for the top ten projects participated in by boys, girls, and the total including both boys and girls.

Table 18.

RELATIVE RANK OF PROJECTS BY PARTICIPATION OF BOYS AND GIRLS

Rank	Score	Boys' Projects	Score	Girls' Projects	Score	Total Projects
1	2.54	Beef	1.26	Clothing	1.45	Clothing
2	2.74	Horse	3.13	Food Preparation	2.39	Food Preparation
3	5.95	Sheep	3.77	Horse	4.27	Horse
4	7.47	Leathercraft	7.72	Knitting	5.5	Beef
5	9.55	Swine	8.07	Beef	9.66	Knitting
6	11.4	Health	9.6	Junior Leader	10.3	Sheep
7	14.0	Vegetables	11.6	Sheep	11.7	Junior Leader
8	15.2	Electric	16.3	Health	16.4	Health
9	17.8	Woodworking	23.2	Food Preservation	19.2	Leathercraft
10	18.9	Junior Leader	31.8	Swine	19.6	Swine

The much greater number of girls unduly influences the ranking when both boys' and girls' participation in projects are added together so the total column follows the same pattern as the "girls" column except in a few projects. Since many counties did not separate tractor and small engines, if we add these together for all counties we would advance this project pair to a score of 16.9 in the boys' column, between electricity and woodworking.

While nearly half the girls participated in Clothing projects and over forty percent were in Food Preparation, the leading boys' project, Beef, had only 25% of the boys in it. A look at the total enrollment in the seven states shows that Beef and Horses each have about 25% of the boys enrolled. Sheep has about 16% and no other project enrolls more than 7% of the boys. However, there are six projects with between six and seven percent of the boys enrolled, and seven projects enrolling between four and six percent of the boys. The pattern of project enrollment for girls is much different. Two projects, Clothing and Foods, have between forty and fifty percent of the girls enrolled in them. About twenty percent are enrolled in the Horse project, fourteen percent in Knitting, and no other project enrolls over nine percent of the girls. Three projects enroll from six to nine percent, two have from four to six percent, and all others are two percent or less.

By examining the project preferences of boys and girls separately, we discover that the projects of most interest to boys, livestock, attract most of the farm and rural boys. These same projects by their requirements of space are not open to the majority of urban boys. Apparently none of the project areas which are really available to boys are very attractive to any large percentage of urban boys. In making this statement, the word "available" is the key. It is possible that such projects as bicycle care and safety, small engines, electronics, rocketry, home maintenance and repair, and others appealing to the interests of urban boys could attract large numbers of boys in the cities if they were given the same amount of attention by staff and leaders as the "traditional" projects now receive. This would include opportunities for showmanship, challenging contests, and events and related activities to maintain interest.

STAFF INTERVIEWS

Interviews were conducted and staff attitude surveys completed by 83 staff members. An additional five agents completed surveys and mailed them in, making a total of 88. The following three tables give a few characteristics of the group.

Table 19.

RESPONDENTS AMONG AGENTS BY SEX

	Men	Women	Total
Number	58	30	88
Percent	65.9	34.1	100

Table 20.

RESPONDENTS AMONG AGENTS BY AGE

21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70
9	13	10	13	5	14	17	3	3	0

Mean age = 45 Median age = 39.2 1 = unknown

Table 21.

RESPONDENTS AMONG AGENTS BY YEARS OF SERVICE IN 4-H

0-5	6-10	11-15	16-20	21-25	26-30	31-35
33	13	18	9	11	1	2

Mean = 12.6 years Median = 9.9 years 1 = unknown

Among the states Washington was unique in having a number of counties in which the woman agent assumed full responsibility for the leadership of the 4-H program with assistance in agricultural projects being provided by the men agents. One county each in Colorado, Arizona and Montana had a similar situation. In only a small proportion of the 56 counties visited was there a full-time 4-H agent. In three cases one agent directed the program in two or more counties.

Among the counties were a large number with only one man and one woman, and a number with only a man agent and no home agent. In several of the states which were organized primarily on a project club basis in the 4-H program, the men and women agents carried on two parallel but relatively independent programs -- one for boys and one for girls. In the counties where agents had dual responsibilities, both for agriculture or home economics with adults as well as with 4-H, the attitudes of agents toward 4-H varied all the way from apathy to a degree of enthusiasm which gave 4-H first priority on agent time.

In the design of the document used to secure attitude and program information from agents, it was hoped that the attitudes expressed would be reflected in the 4-H programs conducted in the counties. In a few counties where agents had been carrying on the 4-H program for a number of years this was true, but these, unfortunately, were in the minority since over half had been in the counties where they were interviewed for less than five years. With a program such as 4-H where much reliance is placed on local leaders to carry out the program at the club level, a new agent working with 4-H has much less influence on the direction taken by the program than would be the case if agents were working more directly with members.

Since the main reason for the study was to discover more about the reasons for the declining number of boys in the program, the largest number of questions asked dealt with various phases of this problem. The first section of the agent questionnaire consisted of fourteen statements dealing with the boy/girl ratio in which agents were asked to agree or disagree. Five degrees of agreement were used: strongly agree, agree, undecided (or no opinion), disagree, and strongly disagree. Table 22. shows the results for all states.

The statements in Table 22. have been grouped to bring related statements together. All agents agreed that it is important to have some boys in 4-H. This is the only statement to which everyone agreed. In the closely related statement "It is all right if 4-H becomes an all-girl organization," only one woman agent agreed and one was undecided. Otherwise, all men and women disagreed so the score was somewhat lower than for the first statement. The third statement in this group, "4-H could accomplish its objectives just as well as it does now if there were only girls as members," got strong agreement from one home agent; three women and one man agreed, and the rest disagreed to one degree or another. The score for this statement was lower than for either of the other two but there seems to be no significant difference among them.

Statements 2 and 6 dealt with the proportion of boys to girls. Apparently a much larger percentage of the agents had no strong feelings about having 75 percent or more girls in 4-H because the scores are much closer to neutral for these two. Statement 4, suggesting that 4-H would be better if it were half boys, drew a level of agreement midway between the first group of statements and the second group. See Figure I for graphic presentation of this.

Table 22.

DEGREE OF AGREEMENT OR DISAGREEMENT BY COUNTY STAFF WITH STATEMENTS ABOUT THE BOY/GIRL RATIO IN 4-H

STATEMENT	MEAN SCORE	NUMBER OF STAFF MEMBERS				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Value		+2	+1	0	-1	-2
1. It is important to have some boys in the 4-H program	+1.76	77	11	-	-	-
3. It is all right if 4-H becomes an all-girl organization	-1.68	1	-	1	22	64
5. 4-H could accomplish its objectives just as well as it does now if there were only girls as members	-1.375	1	4	-	39	44
2. It is all right if we have 75 percent or more girls in the 4-H program	-0.73	1	20	13	43	11
6. It will do the 4-H organization no harm if it recruits only 25 percent boys	-0.80	1	12	8	48	18
4. 4-H would be a better organization if half its members were boys	+1.03	31	37	12	8	-
8. Local 4-H club leaders should make an extra effort to enroll at least half boys in their clubs	+0.22	7	37	14	28	2
10. It is not important for leaders to try to enroll more boys in their clubs	-0.86	-	9	8	58	13
7. All 4-H agents should personally recruit boys for their 4-H program	+0.13	10	28	19	24	7
12. No 4-H agent should personally recruit boys for his county program	-0.86	2	10	7	48	21
9. Every club should have a membership committee to help recruit more boys	+0.33	3	45	19	20	1
11. It is not important for 4-H clubs to have membership committees to recruit boys	-0.375	1	17	22	42	5
13. Local 4-H club leaders should limit enrollment of new girl members to a number equal to the boys coming in	-1.52	-	1	2	35	50
14. Local 4-H club leaders should make no special effort to recruit new members	-1.52	-	3	-	33	52

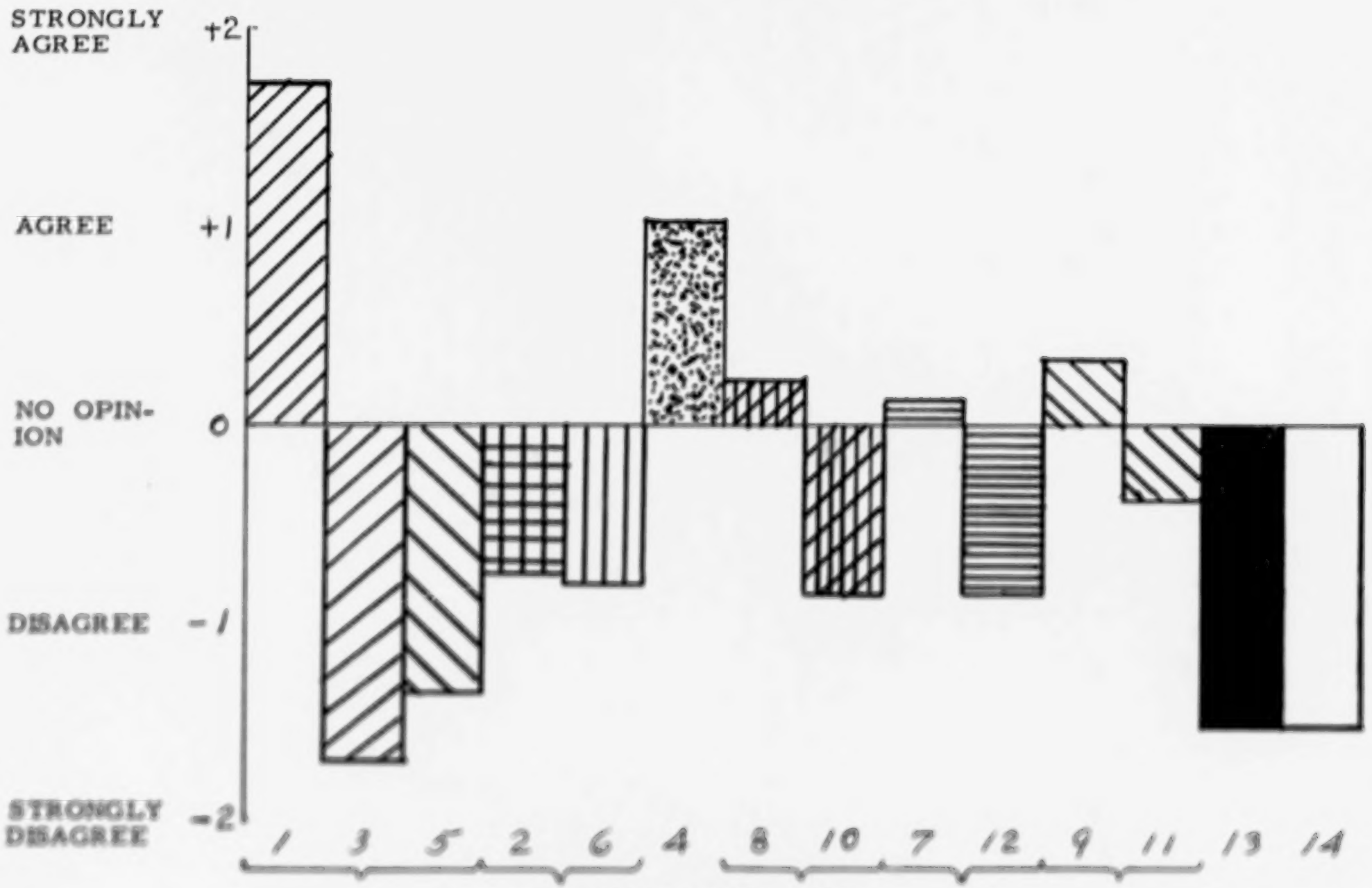

FIGURE 1.

STATEMENTS INDICATING ATTITUDE TOWARD FACTORS TENDING TO MAINTAIN A FAVORABLE BOY/GIRL RATIO IN 4-H

DEGREE OF AGREEMENT OR DISAGREEMENT WITH STATEMENTS INDICATING ATTITUDE TOWARD MAINTENANCE OF A FAVORABLE SEX/SEAL RATIO IN 4-H

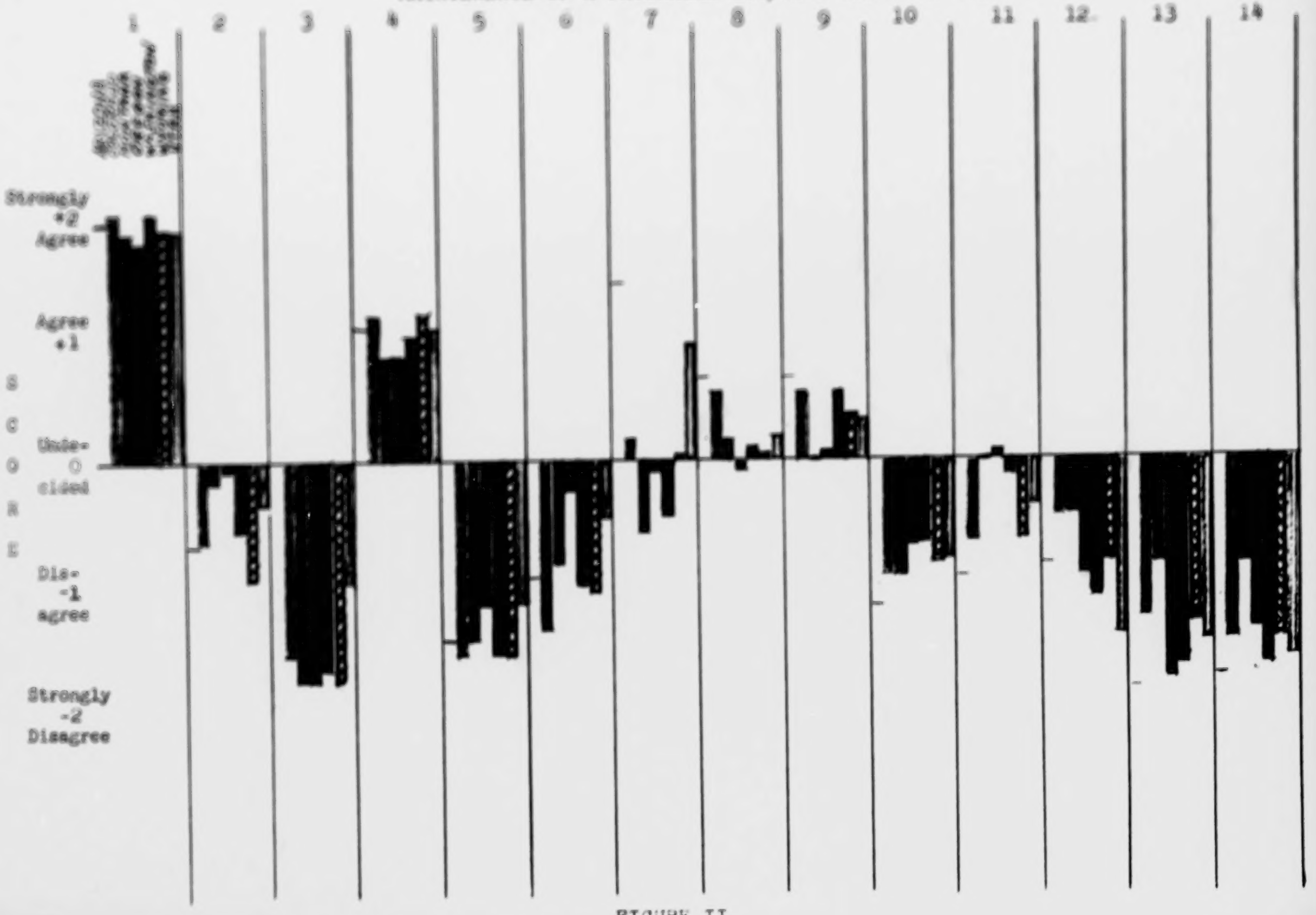

FIGURE II.

Concerning the role of local leaders in enrolling boys in their clubs (statements 8 and 10), there are several factors affecting the replies. In project club areas it does not make much sense to expect a leader of a girls' clothing club to actively recruit boys. Even though most of the agents were asked to consider only mixed clubs (with both boys and girls) in replying to this statement, it is difficult to change one's thinking when one is conditioned to thinking in terms of "all girl" clubs.

The next two statements, 7 and 12, deal with the agent's role in recruiting boys for 4-H. To the statement that all agents should personally recruit boys, feelings were pretty close to neutral with as many disagreeing as agreeing. Most of the agents in large urban programs felt that this was not a function of the agent but should be done by the leader. The author would agree that this type of personalized program is highly inefficient. A considerably larger number of agents agreed that some 4-H agents should recruit boys -- at least they disagreed with the statement that no agent should do so.

Statements 9 and 11 dealing with the use of membership committees in local clubs came up with scores indicating a very neutral reaction. The fact that this method had been used by only a very small percentage of the counties involved in the study accounts for this feeling at least partly. Also, the use of membership committees in clubs of five or six members (all girls) did not seem very practical to many of the agents.

Statement 13 suggesting that leaders should limit the enrollment of girls to equal the boys joining met with almost total rejection. This is a highly effective means of improving the boy/girl ratio but since it often results in stopping growth of total membership it did not appeal to very many agents. The last statement concerning the desirability of leaders recruiting new members was strongly disapproved, which indicates a real concern about increasing total enrollment.

See Appendix Table I for breakdown by sex of reactions to these statements. Further breakdowns by age and experience were felt to have little value since the resulting numbers would be very small for each group.

Figure II on the preceding page charts the feelings expressed by agents about the boy/girl ratio, state by state, using average scores. Raw data showing the number of agents at each level of agreement for each statement are shown in Appendix Table II.

Methods Used to Enroll More Boys

Ten statements were listed, each citing a different personal action taken or not taken by the agent during the past year. Six agents had not been in the county during that period, so statements were checked by only 82 agents. The following table shows the number and percentage of agents reporting having taken or refrained from taking each action as stated. Appendix Table III shows the responses by agents by states.

Table 23.

ACTIONS TAKEN BY AGENTS DURING PREVIOUS YEAR REGARDING ENROLLMENT

	ACTION	NUMBER OF AGENTS	PERCENTAGE
15.	I made specific personal efforts to enroll boys in my county 4-H program	40	48.8
16.	I made no specific personal efforts to enroll more boys in 4-H	29	35.4
17.	I encouraged all local club leaders to make a special effort to enroll more boys in 4-H	10	12.2
18.	I encouraged some of my leaders to try to enroll more boys in 4-H	38	46.7
19.	I did not encourage any of my leaders to try to enroll more boys in 4-H	18	22.0
20.	I made a special effort to secure men leaders in projects of particular interest to boys	51	62.2
21.	I have relied entirely on local leaders of community organizations to recruit both men and women leaders	13	15.9
22.	I have relied on local club leaders to recruit new members without any special emphasis on maintaining a high percentage of boys	46	56.1
23.	I informed leaders that it was important to maintain our enrollment of boys in 4-H	31	37.8
24.	I did not tell leaders that it was important to maintain the enrollment of boys in 4-H	34	41.5

Since all possible situations were not included as alternatives to check in the above set of statements three open end questions were provided to discover what was done, what is planned for next year, and whether the maintenance of a favorable boy/girl ratio is necessary.

In order to determine whether any differences in actions were related to age, years of service, sex or location, these factors were tabulated and percentages calculated. Table 24. shows the results.

Table 24.

Group	NUMBER PERCENTAGE	ACTION TAKEN BY AGENTS TO IMPROVE BOY/GIRL RATIO 15	16	17	18	19	20	21	22	23	24 *
SEX											
MEN	Number	28	20	8	30	12	45	8	32	21	22
N=58	Percent	48.3	34.5	13.8	51.7	20.7	77.6	13.8	55.2	36.2	37.9
WOMEN	Number	12	9	2	9	6	6	5	14	9	13
N=30	Percent	40.0	30.0	6.7	30.0	20.0	20.0	16.7	46.7	30.0	42.3
RESIDENCE											
RURAL	Number	23	13	5	18	11	32	5	27	14	19
N=45	Percent	51.1	28.9	12.2	40.0	24.5	71.1	12.2	60.0	31.1	42.2
URBAN	Number	17	16	5	18	7	19	8	19	16	16
N=43	Percent	39.5	37.2	11.6	48.8	16.3	44.1	18.6	44.1	37.2	37.2
EXPERIENCE											
1-10 yrs.	Number	19	14	4	17	12	27	5	27	11	22
N=46	Percent	41.3	30.4	8.7	37.0	16.1	58.7	10.9	58.7	23.9	47.8
11 yrs. & over											
N=42	Number	21	15	6	22	6	24	8	19	19	13
	Percent	50.0	35.7	14.3	52.4	14.3	57.1	19.1	45.2	45.2	31.0
AGE IN YEARS											
21-40	Number	18	15	4	18	11	29	5	27	12	20
N=45	Percent	39.1	32.6	8.7	39.1	23.9	63.0	10.9	58.7	26.1	43.5
41-65	Number	22	14	6	21	7	22	8	19	18	14
N=43	Percent	52.4	33.3	14.3	50.0	16.7	52.4	19.1	45.2	43.5	33.3

* See Table 23. for questions identified by these numbers

Some significant differences that show up are in item 15, "I made specific personal efforts to enroll more boys in my county 4-H program." More men than women by 8.3%, more older agents than younger by 13.3%, and more rural than urban agents by 11.6% indicated they had done this.

On item 18, "I encouraged some of my leaders to try to enroll more boys," 25% more men than women checked this, and more of the more experienced (15.4%) and older agents (10.9%) checked this one.

The greatest differences showed up as expected in item 20, "I made a special effort to secure men leaders in projects of particular interest to boys." More men than women by 57.6% checked this item; more urban than rural agents by 27.0%, and 10.6% more older agents.

Two others showed significantly large differences. More older and more experienced agents by 17.4% and 21.3% respectively checked the statement, "I informed leaders that it was important to maintain the enrollment of boys in 4-H." Conversely, 10.2% less of older and 16.8% less of more experienced agents checked the opposite statement, "I did not tell leaders that it was important to maintain the enrollment of boys in 4-H."

Lastly, 13.5% more of the older and more experienced agents indicated that they "...relied on local club leaders to recruit new members without any special emphasis on maintaining a high percentage of boys."

From a careful examination of the responses in this section of the questionnaire and of the three open end questions following it, it became obvious that those agents who realized that the diminishing percentage of boys is a problem had almost all done something about it. What they had done may or may not have been effective but, at least, some action had been taken. The other slightly smaller group who were either unaware of the problem or were unconcerned about it had, of course, done nothing. The comments in the open end questions indicate that program deficiencies such as lack of effective project programs for urban boys and rigidity of the total program had restricted agents from accomplishing very much to remedy the situation.

A summary of comments made by agents reveals no really new and few potentially fruitful ideas for solving the problem. In many cases this was due to the fact that there was no real problem. This was particularly true in the small rural counties where a number had nearly as many boys as girls and some had even more. In the urban counties most agents were working with large enough numbers that they had little time to implement new programs. Following is a brief summary of comments from agents.

Question 1. What if anything have you done to increase the percentage of boys in your county last year?

COMMENT	RURAL COUNTIES		URBAN COUNTIES	
	Men	Women	Men	Women
No comment or nothing	10	10	10	7
Not in county last year	2	0	3	1
Promote new clubs for boys' projects	8	1	11	3
Enroll more boys in home economics projects		2		
Conduct special project with Boys' Clubs of America	1	1		
Recruit more men leaders	2		1	
Encourage leaders to enroll more boys	4		2	2
Keep more boys in 4-H when they enter FFA	1			
Use publicity and personal contact	2		2	4
Older members recruiting boys				1
Had summer trainee organizing clubs for boys				1
TOTAL AGENTS	30	14	28	16 *

*Several agents reported more than one method

As can be seen from these comments the total amount of effort expended in trying to improve the proportion of boys in these counties was not great. Although many of the agents were aware that the development of boys is several years behind that of girls at beginning 4-H age, they had not modified their programs or methods to attract the younger boys. Program offerings from the state were not available in most of the states which were really designed to fit the needs of the 9 to 11 year old boy.

Question 2. What plans, if any, do you have for improving the percentage of boys in your county next year?

COMMENT	RURAL COUNTIES		URBAN COUNTIES	
	Men	Women	Men	Women
1. Leave it to county agent		2		
2. No plans or nothing special	8	3	9	
3. No comments	3	5		3
4. Interest more men in leading boys		2	3	
5. Organize a speech club in each high school		1		
6. Place special emphasis on bachelor clothing		1		1
7. Make livestock programs more interesting to boys	2			
8. Personal contact with boys	2			
9. Hold membership rallies	1			
10. Use news articles	2			
11. Emphasize boys' projects	1		1	2
12. Begin or expand new boys' project	7		5	3
13. Improve older 4-H program	1			
14. Contact boys in schools	1			
15. Revamp horse project to fit boys	1			
16. Limit boy-girl competition	1			
17. Get sponsors for boys' clubs--to provide leadership, etc.	1			
18. Start 4-H athletic teams	1			
19. Members and leaders to recruit boys	2		3	1
20. Use third grade as criteria for enrollment (rather than age 9)	1			
21. Recruit more total members			3	2
22. Increase male leadership on council			4	1
23. Older boys to recruit more boys				1
24. Use more boys as junior leaders				1
25. Emphasize projects for urban kids			1	1
26. Contact parents of boys			1	1
27. Get better project materials for boys				1
28. Organize boys' food club				1
29. Get girl junior leaders to involve older boys socially				1
30. Develop project for low income boys				1
31. Encourage community leaders to recruit boys				1
32. Break down "farm boy" image of 4-H			1	
33. Promote livestock and garden projects			1	
34. Hold "men only" leader training -- general leadership and project material			1	

Question 2. continued

COMMENT	RURAL COUNTIES Men	RURAL COUNTIES Women	URBAN COUNTIES Men	URBAN COUNTIES Women
35. Promote coeducational projects			1	
36. Develop school classroom curriculum in natural science			1	
37. Develop city 4-H camp			1	
TOTAL SUGGESTIONS	33	14	36	22
TOTAL PLANNING NO ACTION	11	10	9	3
NET PLANS FOR ACTION	22	4	27	18

Since a minority of the staff interviewed had had no realization of the existence of any problem with their ratio of boys and girls prior to this interview, many of the plans for action listed above were developed while writing the replies to question 2. Since many of the staff outlined two or more things they were planning to do, the number of counties with staff who are planning any real action to improve the boy/girl ratio is fairly small. Two ideas expressed show nearly as much total support as all the other comments combined. These are: (1) Plans to recruit and train more men leaders for boys' projects. (2) Improving or emphasizing existing boys' projects or developing or introducing new projects for boys. These two methods, if combined with a vigorous recruiting campaign using as many of the methods expressed as possible, offer a real chance to successfully improve the proportion of boys in 4-H and thereby improve the quality of the program for all participants.

Question 3 asked first whether the staff member felt that it is important to maintain a fairly even boy/girl ratio in 4-H. Replies from those who answered yes to this question are summarized below giving their reasons why they think it is important.

Question 3. Please tell why you think it is important (to maintain a fairly even boy/girl ratio in 4-H).

COMMENT	Number of Staff with Comment RURAL COUNTIES Men	RURAL COUNTIES Women	URBAN COUNTIES Men	URBAN COUNTIES Women
1. Help keep interest of older club members	2			2
More fun and more interesting for teen-ager			2	1
Holds interest of (older) girls		4	1	2
Helps maintain or creates more interest between boys and girls	1	1	2	1
2. For balanced or effective programs	3			1
Make for more unified program--men and women leaders working together				1
Nice to have mixture for activities, social events, etc.	2		5	
Coed program provides advantages	1			
Program stronger when both sexes participate	1			

Question 3. continued COMMENT	RURAL COUNTIES Men	 Women	URBAN COUNTIES Men	 Women
3. Boys and girls need to learn to work together	2			2
Will keep whole family involved		1		1
Boys and girls should begin to work together in a democratic organization	1		1	
Provides better educational experience with more equal numbers	1		2	
Relationships 4-H can provide are essential for growth of boys and girls	2		2	2
Essential if boys and girls are to become effective adults	1		1	1
4-H, like life, should be coeducational	1	1		
4. Important to serve equal percentages of boys and girls	1			
To expose boys and girls to advantages of the 4-H program	1			
4-H can be equally helpful to boys and girls			1	
Boys profit by 4-H even more than girls	1			2
5. Boys don't like to compete with girls when only a few boys are involved--safety in numbers	1			
Boys will leave 4-H if too many girls become members	1		1	
6. Sense of security received knowing all can belong	2		1	
To furnish appeal to 4-H -- give impression 4-H is for both boys and girls	1		1	
7. Keeps interest which follows developmental needs	1			
Important for learning social graces, learn how to associate with one another	2		3	
8. Provide junior leaders for younger boys			1	
9. No comment	1			
If you can			1	
Desirable but not possible in some counties		1		
Yes but depends on leaders		1		
Yes but older boys don't have the time				1
10. Boys nearly all in church sponsored activities, other boys need 4-H				1
11. Helps in preparation for marriage				1
TOTAL STAFF COMMENTING POSITIVELY	25	9	25	14
TOTAL COMMENTS	30	9	25	19

Question 3. continued COMMENT	RURAL COUNTIES Men	 Women	URBAN COUNTIES Men	 Women
Staff answering "No"				
1. Program O.K. as is -- increasing in numbers			1	
2. More important to offer 4-H to all who want it -- enroll more total members regardless of ratio		1	1	1
3. Not important			1	
4. Not necessary with present project program which favors girls			1	
Present program apparently does not meet the developmental needs of boys				1
5. Would like more boys but not concerned about boy/girl ratio		1		
Not vital but desirable -- need better boys' projects		1		
Desirable but not imperative -- many boys go into FFA	1			
More concerned with total program	1			
6. Not important at lower age -- important for senior members				1
Not possible to equalize -- girls mature earlier	1			
7. Doesn't seem to matter -- few activities involving both		1		
TOTAL STAFF	3	4	4	3
TOTAL COMMENTS	3	4	4	3

Most staff members agreed that it is desirable to maintain a fairly even boy/girl ratio. The majority of the reasons stated were based to some extent on the developmental needs of boys and girls and the favorable effect the presence of both boys and girls in the program has in bringing about proper development of the individuals involved. One fact that seems to have been missed by most staff members is that in order to get a favorable ratio among the older members, where most staff felt it was most important, it is necessary to enroll a favorable percentage of boys in the younger age groups. In other words, if we are to have fairly equal numbers of older boys and girls in 4-H, we must enroll equal numbers of boys and girls as first-year members.

A number of staff provided insight into the problem of competition between boys and girls. The fact that many boys, particularly younger ones, are not able to compete successfully with girls of the same age was mentioned by several. While this information has been available for a number of years, almost no one has modified their 4-H program to eliminate competition between boys and girls -- or at least competition unfavorable to the boys. It should be possible to so modify our program so that boys could gain all the benefits of associating with girls of the same age group in a social situation without being threatened by competition with the girls who are more mature at the same age.

Effectiveness of Leaders

In the next section of the questionnaire we questioned staff about their opinions on the effectiveness of the volunteer leaders in the program. They were asked to rate their men and women leaders as to their effectiveness as leaders in 4-H. The principal problem was that some of the men were not sufficiently familiar with the women leaders in their counties to be able to rate them and many of the women agents were unwilling to try to rate the men leaders. For the most part these were staff members in those states having mostly single project clubs and in counties where the men and women conducted, to all intents, two parallel but separate programs for boys and girls.

Since staff were asked to rate their leaders by the percentage who were very effective on the top of the scale to ineffective on the bottom, the summary of opinion was based on the number who rated men above women at each degree of effectiveness or vice versa. Table 25. shows the distribution of staff as they rated their men and women leaders.

Table 25.

STAFF RATING OF EFFECTIVENESS OF MEN AND WOMEN LEADERS

Degree of Effectiveness N = 87	Percentage of Leaders at Stated Level			
	Men Higher	Men=Women	Women Higher	None or No Report
Number of Staff Rating Leaders as VERY EFFECTIVE	12	29	36	10
Number of Staff Rating Leaders as EFFECTIVE	18	35	23	11
Number of Staff Rating Leaders as MODERATELY EFFECTIVE	25	35	17	10
Number of Staff Rating Leaders as SLIGHTLY EFFECTIVE	25	27	18	17
Number of Staff Rating Leaders as INEFFECTIVE	18	36	14	19

A brief analysis of the ratings given leaders by staff would indicate that more staff rated women leaders as very effective and effective in larger numbers than men leaders. Men leaders were rated as moderately effective, slightly effective or ineffective in larger numbers than were women leaders. To put it very simply, a majority of the staff thought that their women leaders were more effective than the men leaders in working with 4-H Club members.

This table does not show the percentage of leaders thought to be above or below average in effectiveness -- it only shows the relative effectiveness of men vs. women. Table 26. shows the number and percentage of staff members rating leaders at various levels of effectiveness. The ratings of leaders were made in percentages of men at each level and percentages of women at each level. In the table the ratings are grouped three ways, those in which the majority of leaders are rated above average, those where an equal percentage are rated above and below average, and those rating the majority of leaders below average.

Table 26.

NUMBER AND PERCENTAGE OF STAFF RATING MAJORITY OF LEADERS
ABOVE AVERAGE -- EFFECTIVE OR VERY EFFECTIVE

	Percentage of Leaders									
	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
MEN LEADERS										
Number of Staff Rating	0	0	2	4	12	13	13	12	6	2
Percentage of Staff Rating	0	0	2.3	4.6	13.8	14.9	14.9	13.8	6.9	2.3
WOMEN LEADERS										
Number of Staff Rating	0	0	1	8	10	12	16	16	7	2
Percentage of Staff Rating	0	0	1.2	9.2	11.5	13.8	18.4	18.4	8.0	2.3

NUMBER AND PERCENTAGE OF STAFF RATING EQUAL NUMBERS OF LEADERS
ABOVE AND BELOW AVERAGE OR AVERAGE

MEN LEADERS										
Number of Staff Rating	1	0	2	2						
Percentage of Staff Rating	1.1	0	2.3	2.3						
WOMEN LEADERS										
Number of Staff Rating	1	0	0	3	1					
Percentage of Staff Rating	1.2	0	0	3.4	1.2					

NUMBER AND PERCENTAGE OF STAFF RATING MAJORITY OF LEADERS
BELOW AVERAGE -- SLIGHTLY EFFECTIVE OR INEFFECTIVE

MEN LEADERS										
Number of Staff Rating	0	0	2	5	3	0	0	1		
Percentage of Staff Rating	0	0	2.3	5.8	3.4	0	0	1.1		
WOMEN LEADERS										
Number of Staff Rating	0	0	3	2	1					
Percentage of Staff Rating	0	0	3.4	2.3	1.1					

Seven staff members did not rate men leaders and four failed to rate women leaders. Thus 73.5% of the staff rated the majority of men leaders above average and 82.8% of staff rated the majority of women leaders above average. A majority of men leaders was rated below average by only 12.7% of the staff and only 6.8% of staff rated a majority of women leaders as being below average. Only 5.7% and 5.8% of staff rated men and women respectively as just average in leadership ability.

If we take these opinions at face value they would tend to bear out the hypothesis that women are more effective as leaders than men. However this does not help us to identify the factors involved. We do not know whether this is due to poorer materials being available to the men or to the greater difficulty in leading ownership type projects compared to those oriented more toward skills and knowledge such as clothing and foods.

Two other questions were asked that are closely related to the preceding one. The questions and replies are shown in Tables 27. and 28.

Table 27.

NUMBER OF STAFF REPLYING TO QUESTION
"WHICH ARE MORE DIFFICULT TO RECRUIT, MEN OR WOMEN?"
Number of Staff By State

N = 88	Ariz.	Colo.	Mont.	Ore.	Wash.	Wyo.	Utah	Total
More Difficult								
Men	12	11	12	13	9	15	15	37
Women	0	0	0	0	0	0	1	1

Table 28.

NUMBER OF STAFF REPLYING TO QUESTION
"WHICH LEADERS ARE MORE RECEPTIVE TO YOUR TRAINING, MEN OR WOMEN?"
Number of Staff By State

N = 88	Ariz.	Colo.	Mont.	Ore.	Wash.	Wyo.	Utah	Total
More Receptive								
Men	2	2	1	0	0	1	0	6
Women	10	8	9	12	8	13	15	75
No Reply		1	2	1		1		5
No Difference					1	1		2

The almost perfect unanimity of the replies gives us good reason to confirm the hypothesis that men leaders are harder to recruit and are harder to train than women leaders. Several men and women agents mentioned that many of their long-time men leaders were of excellent quality -- better than any of their women leaders. However the extremely small number of such leaders does little to solve the basic problems of too few and not well trained men leaders. Several of the agents indicated plans for securing community support in order to recruit better men leaders. Scouting has been remarkably successful in urban areas in securing sponsorship of service clubs to provide guaranteed leadership for Scout troops. This kind of support will be essential if 4-H is to improve its effectiveness with boys in the urban areas.

Influence of Administrative Supervisors

Previous hypothesis that has been advanced is that agents are strongly influenced by the all-powerful opinions of their supervisors on whom they are dependent, to large extents, for recognition, promotion, etc. The first question in this area was, "How many times have you met with your supervisor in the past twelve months?" Secondly this was further amplified to exclude group meetings and other non-face-to-face contacts. Table 29, shows the answers by states and for the total. Figure III, below, gives additional data.

Table 29.

TIMES MET WITH SUPERVISOR DURING PAST 12 MONTHS

	Ariz.	Colo.	Mont.	Ore.	Wash.	Wyo.	Utah	All States
Highest Number	25	12	6	30	30	20	8	30
Lowest Number	2	1	2	0	1	1	1	0
Median	3	4.3	4	3	3.3	3	3	4
Mean No. of Times	3.3	3.3	4.25	7.25	4.4	3.4	3.9	5.1

FIGURE III

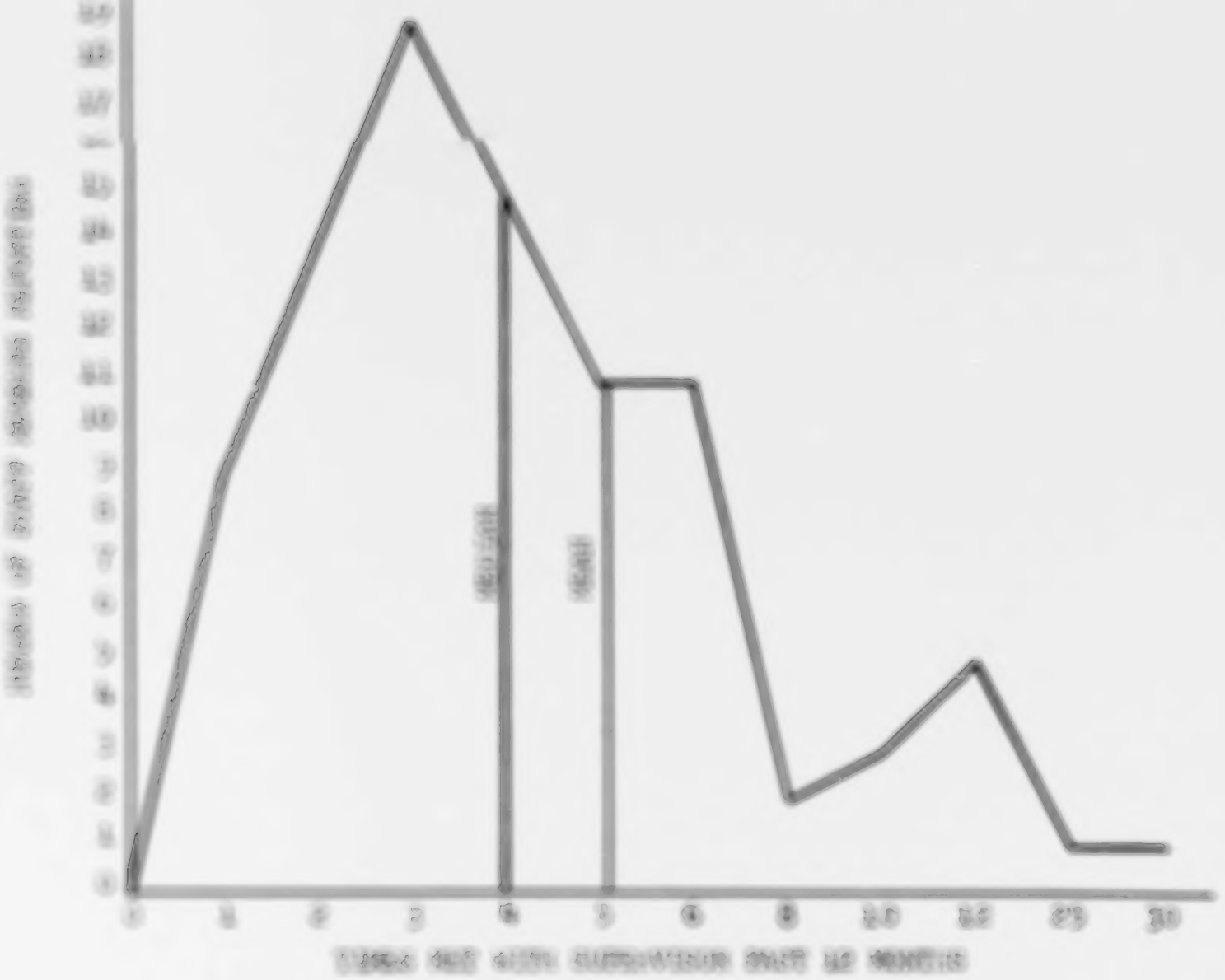

Figure III on preceding page shows that the mean, 5.1, is not the best indicator of the number of times supervisors met with agents. The median, 4, is much closer to the facts for the majority of the supervisors involved. Some of the meetings were pretty brief and some of them included several staff members so that the individual questioned did not get a great deal of the supervisor's time.

Table 30. shows the answers to the question, "Has your supervisor discussed 4-H enrollment expansion with you during that time (the past year)?" This is closely related to the boy/girl ratio and was important to know since so many of the staff had indicated that they were more concerned with total enrollment than with the proportion of boys and girls in the membership.

Table 30.

NUMBER OF AGENTS WITH WHOM SUPERVISOR DISCUSSED
4-H ENROLLMENT EXPANSION

Replies N = 88	Ariz.	Colo.	Mont.	Ore.	Wash.	Wyo.	Utah	Totals No.	Totals Percent
Yes	10	4	4	7	4	5	4	38	43.2
No	2	7	8	5	4	11	8	45	51.1
No Reply				1	1		3	5	5.7

Table 31.

NUMBER OF AGENTS WITH WHOM SUPERVISOR DISCUSSED
4-H ENROLLMENT

Replies N = 88	Ariz.	Colo.	Mont.	Ore.	Wash.	Wyo.	Utah	Totals No.	Totals Percent
Yes	10	6	4	8	6	6	7	47	53.4
No	2	5	8	4	2	9	5	35	39.8
No Reply				1	1	1	3	6	6.8

The two tables about 4-H enrollment show only minor differences due apparently to the fact that several supervisors discussed some factors in 4-H enrollment with some of the staff without mentioning expansion. Since enrollment, rightly or wrongly is usually one of the factors considered in judging the performance of an agent in the 4-H program, the record shown in these two tables indicates a lack of interest in the 4-H program on the part of some of the supervisors working with some of the staff in the study. Both of the preceding questions regarding 4-H enrollment were asked as a means of establishing a benchmark from which to measure the interest and knowledge of supervisors regarding the maintenance of a favorable boy/girl ratio in the 4-H program. It can be assumed that if the concept of maintaining a goodly proportion of boys in the program is a part of the supervisor's philosophy, he would mention it at least once a year when talking with staff.

Table 32. shows the number of staff to whom their supervisor mentioned the boy/girl situation during the past year. Allowing for faulty memories and other inaccuracies inherent in this type of question, there is still a significant difference between the times supervisors discussed 4-H enrollment and those who discussed the boy/girl ratio.

Table 32.

STAFF TO WHOM SUPERVISORS MENTIONED 4-H BOY/GIRL RATIO

Replies N = 88	Ariz.	Colo.	Mont.	Ore.	Wash.	Wyo.	Utah	Totals No.	Percent
Yes	2	1	2	3	3	0	4	15	17.0
No	10	10	10	9	5	16	9	69	78.9
No Reply				1	1		2	4	4.6

Since supervisors had discussed some aspect of 4-H enrollment with about half of the agents and yet only discussed the proportion of boys in the program with 17% of the staff, it can be assumed that this is not a problem that is of concern to most of the supervisory staff in the states.

Adoption of New Projects

Another approach to the hypothesis that agents do not attach much importance to some of the newer projects for boys was involved in the next three questions. They were based on a corollary hypothesis that administration does not actively promote the adoption and use of newer projects such as woodworking, small engines, bicycle care and safety, photography, dog care, etc. Three questions were asked: (1) In your opinion does your state administrative staff encourage the adoption of new projects as they are developed? (2) Has your supervisor encouraged you to start new projects or activities? (3) Has your supervisor discouraged you from starting new projects or activities? Table 33. shows the number of agents replying yes or no to each of these questions.

Table 33.

REPLIES GIVEN BY AGENTS TO THREE QUESTIONS ABOUT THE ATTITUDE OF SUPERVISORS TOWARD NEW PROJECTS AND ACTIVITIES

Replies N=88	Number of Agents by States Ariz.	Colo.	Mont.	Ore.	Wash.	Wyo.	Utah	Totals No.	Percent
Does state administrative staff encourage adoption of new projects?									
Yes	9	10	12	12	8	12	12	75	85.3
No	3	1	0	0	0	4	1	9	10.2
No Reply				1	1		2	4	4.5
Has your supervisor encouraged you to start new projects or activities?									
Yes	8	8	6	9	6	7	9	53	60.3
No	4	3	5	3	2	9	5	31	35.2
No Reply			1	1	1		1	4	4.5
Has your supervisor discouraged you from starting new projects or activities?									
Yes	1	1	0	0	0	4	2	8	9.1
No	11	10	11	12	8	11	12	75	85.2
No Reply			1	1	1	1	1	5	5.7

The replies to the question about state adoption of new projects seem out of line with the facts since several of the newer projects have not been adopted by some

of these states. In some cases the resistance to adoption of new projects may come from the state 4-H staff rather than administration. Or, more likely yet, local staff themselves (together with leaders) resist the adoption of new projects. Since many of these are in subject areas outside the normal range of knowledge of the agriculturally trained county agent, agents do not feel particularly competent to provide leader training and are not yet at the stage where they are willing to have other local resource people assume this teaching role.

Urban agents in the really urban counties tended to be the most forward thinking in terms of program innovation of the group interviewed. Many of them expressed the opinion that either the state 4-H staff or the state Extension or University administration was unwilling to really support urban 4-H. If a really strong effort cannot be mounted in this area with great emphasis on meeting the needs of urban boys, 4-H could easily become an all-girl program in the West.

To gain some insight on the feeling of agents with regard to projects for boys and girls, agents were asked to list in order of importance as they saw them, projects for boys and for girls. This was also a further test of the hypothesis that agents do not attach much importance to the newer projects -- particularly for boys. When the five projects ranked most important by all staff were tabulated we calculated a mean rank for each and then divided the mean rank by the percentage of agents who placed that project in the first five.

In interpreting the results of this section, it must be considered that many agents listed the projects in the order in which members were enrolled in their counties rather than using their own opinion of the true value of the project for the development of the member. Also some agents grouped all livestock projects except horses in one category whereas others listed beef, sheep and swine separately. This complicated arriving at comparable ranks, but the table showing the selection by all agents shows very little significant variation from the results in Table 18. which showed the ranking by enrollment of members. Agents tended to rank junior leadership higher than actual enrollment and to omit health and safety which most of them still look on as activities. Otherwise, ranks are similar.

Table 34.

PROJECTS RANKED AS BEST FOR BOYS AND GIRLS BY AGENTS

Boys				Girls		
Project N = 87	No. Agents Rating	Weighted Score	Rank	Project	No. Agents Rating	Weighted Score
Livestock	40	2.87	1	Clothing	80	1.73
Beef	28	4.10	2	Foods & Nutrition	81	2.04
Horses	44	4.82	3	Home Improvement	55	5.79
Junior Leader	18	9.67	4	Livestock	39	7.58
Sheep	20	10.87	5	Horse	29	11.5
Arts & Crafts (incl. leather)	25	13.0	6	Junior Leader	19	13.4
Electricity	21	13.25	7	Child Care	23	15.0
Tractor & Small Engines	21	14.9	8	Knitting	17	18.6
Automotive	13	21.4	9	Arts & Crafts	13	19.7
Woodworking	15	25.1	10	Home Management	16	21.3

Appendix Tables IV and V show detailed ranking for all projects mentioned by agents. They also show the ratings separately for men and women agents. Weighted rank scores were not calculated for these smaller groups of agents as the numbers become too small to yield any information of value. An inspection of the tables gives some insights into the differences of opinion of some of the groups. For example, there is little if any significant difference between urban agents and rural agents when they rank projects for girls. Since there are 44 in each group their comments are directly comparable without converting to percentages. In boys' projects there are some differences. Slightly more rural agents rated livestock projects in each rank than was the case with urban agents. Urban agents, on the other hand, rated the horse project slightly higher than rural agents. No other differences are apparent and even these are so small as to lack any real significance. In other words, type of county does not seem to influence choice of projects seen as best for boys and girls.

State Office Data

Each state office in the seven states was asked for a list of state subject specialists showing the percentage of time spent on the 4-H program. This was completed by only five of the states and one of these gave only a range covering all specialists. From the data available it would appear that coverage of the project and activity areas in 4-H is very spotty. Some projects are receiving ample help while others get none at all. There seems to be little correlation between the input of specialist time and the enrollment in the project. There does seem to be a relationship between time devoted by specialists and the development and maintenance of adequate literature in some project areas. With the advent of "national literature" in some projects, states with inadequate specialist help can at least have reasonably adequate literature for leaders and members.

Crops projects seem to be getting the least specialist help in nearly all the states. Some are very poorly provided with help in the home economics projects. In these cases, especially if one major project is adequately covered and the other is not, the project receiving adequate help exceeds the other in enrollment. In the fields of agriculture the enrollment is so scattered over a wide variety of subjects that it becomes difficult to spot any significant trends.

States were asked to rate the literature available to them in terms of nine quality factors. All are not universally applicable to all project areas but their presence, in most cases, means that the project literature quality is above average. Appendix Table VIII shows the distribution of literature qualities of a satisfactory level for the nine quality factors. It is quite evident that the quality of 4-H literature, both state and national, leaves room for much improvement.

Only a relatively few projects have age-graded literature. These are mostly in the skills and knowledge projects. Among the projects attractive to boys, national literature in veterinary science, plant science, bicycle care and safety, electricity, small engines and tractor are all age-graded to a degree. In many cases they are adequately divided into units for the various age groups but the layout, readability and other factors making them useful are not as well done as they could be. The use of color is the most neglected item with the major portion of both state and national literature being done either black and white or one color on white paper. The third most common deficiency is the lack of a leader guide. In boys' projects this may be a particularly serious deficiency since it is harder to get men to attend training meetings. A good, practical, step-by-step leader guide helps the leader to be successful on his own.

Staff indicated that a large percentage of the literature is not written in appealing style for the particular age and sex of the member. Corollary to this, photos and artwork are either lacking or inadequate in much of the literature. Due to the custom in most Extension or University printing shops of using a standard type size for nearly everything, many of the pieces of literature, particularly for younger members and older leaders, are printed in type size that is not easily read by the audience for whom it was printed.

There was no practical way to compare literature quality with project enrollment since there are too many other factors influencing project enrollment other than literature.

The one sure fact that emerges from this overview of literature quality is that a lot of time, effort and money are being expended in producing materials which are not adequate to do the job.

State Enrollment by Projects

An enrollment summary by project has been included in the appendix. Separate boy-girl figures for Washington were not available but are included for all other states. These figures bear out the contention that all girls participate in one of two or three projects. Many of these also enroll in other projects but the principal projects for girls (foods and clothing) are well adapted to the needs and interests of today's girls. No such projects exist for boys -- particularly urban boys. For the farm boy, livestock or crops projects are based on real-life interests and account for over half of the total enrollment of boys in those areas. In more urban areas, none of the existing projects as now constituted and presented is meeting the needs and interests of the urban boy.

Some of the projects that offer an opportunity to do a better job for boys than the "accepted" projects are so lacking in specialist support, adequate literature, leader training, visual aids and acceptance by the staff at all levels that their potential cannot be adequately assessed.

The bicycle care and safety program, for instance, offers opportunities to urban boys to develop needed skills in an area of interest to them. The materials are not written in either a very interesting manner nor are they written at the age level of the average 4th or 5th grader. The vocabulary is in the early high school range, the material is not divided into workable units. Illustrations lack interest. There is a potential program here but even in a county where an all-out attempt is made to promote membership in the project, the materials pose a serious obstacle to success.

Similar comments could be made for a number of other potential project areas -- as well as in some of the more traditional ones.

SUMMARY AND CONCLUSIONS

In each section of the report I have commented briefly on the findings. To put the whole package together and arrive at some useful suggestions, we must consider all the various aspects of the study as they influence one another. While this involves considerable subjective judgment, after spending six months on the project the author feels that he has a strong grasp of both facts and opinions which came to light in the study.

The primary purpose was to discover, if possible, what causes the disparity in enrollment between boys and girls and to find some evidence of present or potential successful programs to help alleviate the situation.

Boys do not join 4-H in numbers equal to girls because the programs offered to boys do not meet the needs of the non-farm boy. The only counties having really even proportions of boys were in very rural situations with very strong livestock programs. Some other contributing factors identified are: program rigidity (at all levels); inadequate and uninteresting project materials; lack of staff training and experience in "new" project areas; lack of administrative and staff support of urban programs; difficulty of finding and recruiting male leaders in urban areas and the prevailing "farm boy" image of 4-H.

If one or more project areas for boys can be developed around the needs and interests of today's urban youth (especially boys), and if we can convince University and Extension administration, state and county 4-H staff that this is a valid target for concentrated Extension effort, we can do a great deal to further the development of urban boys as well as girls.

4-H still provides an excellent laboratory for learning in real life situations just as it did when it began over half a century ago. To offer today's youth a learning experience as real and valuable as that which inspired early pioneers in Extension is today's challenge.

Based on the observations and findings of this study, here are some specific suggestions for action.

1. Seriously consider hiring more staff members for urban situations who have urban backgrounds and who understand urban problems. Their training should be in the social, biological and behavioral sciences.

2. Provide urban staff with more local program autonomy and encourage them to explore with the local people, to develop and experiment with programs which are interesting and challenging to city boys. Follow up with state supporting services to assist local staff in expanding workable program areas uncovered in this process.

3. At state, national and local levels conduct a vigorous campaign through the news media, particularly television, to foster the image of 4-H as a dynamic, coeducational, urban organization with interesting and challenging opportunities for the urban youngster. Publicize members in boys' project areas other than livestock. Publicize community service activities and urban programs rather than agricultural fair and contest winners.

4. As soon as practicable eliminate competition between boys and girls in fairs, contests, judging and demonstration activities and national awards contests.

5. Develop and publicize activities to support urban projects for boys such as bicycle rallies, races, safer rodeo type events for horse project members, small engine equipment handling events, etc.

6. Consider using some type of coordinated organization within each community to provide a structure for boys and girls to work together socially. Separate project work for younger boys and girls should continue to be offered.

7. Secure support and sponsorship of churches, service clubs and other community minded groups to help provide qualified male leaders for boys' project groups and community clubs or groups.

8. Make maximum use of television to bring 4-H programs to urban boys.

9. For 4-H ENEP develop health and physical fitness program for boys with emphasis on eating your way to health or other attractive aspects of the human nutrition program for boys.

10. Where possible assign full-time men agents to 4-H program. Involve two or more counties if necessary so that staff can specialize and become competent in youth work which is a much more difficult field of work than most of the agricultural specialities. Open up opportunities for agents to develop careers as youth workers with opportunity equal to agricultural agents.

11. Improve training programs for 4-H agents in areas of administration, use of community resources, adult education and communications, and child development.

12. Improve present or develop new 4-H leader guides for all projects designed for boys. Keep these simple with step-by-step methods but with an open door for innovation by the leader for those who wish to follow where the specific interests of the group lead them.

13. For older boys, provide activities and events where they work and play with girls (in equal numbers if possible).

14. Expand opportunities for older boys to serve in leadership capacities with younger boys.

15. Work constantly to create an administrative atmosphere in all states and counties that fosters innovation and change in 4-H rather than resists it.

If 4-H is to remain as a youth development organization serving all youth, a drastic change in program content, staff orientation and public image is essential. Otherwise, as our society becomes more urban, 4-H will inevitably become so much a girls' organization that no self-respecting boys will want to join. Sociologists have told us that when a coeducational organization in our society approaches one-third or less of one sex that it is headed for either extinction or it will become an organization serving one sex only.

4-H owes its unique contribution to the development of today's youth at least partly to its status as a coeducational organization. As such, it can offer learning experiences to young people in a real life situation. To continue to provide this real life social laboratory for learning, 4-H must remain coeducational and must actively seek to recruit equal numbers of boys and girls as members.

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WESTERN STATES STUDY 1969

BOY - GIRL RATIO --- COUNTY DATA

State_____ County_____

1. Number of boys in the county:

Grade in School	4th	5th	6th	7th	8th	9th	10th	11th	12th
Number of Boys	____	____	____	____	____	____	____	____	____

2. Number of girls in the county:

Grade in School	4th	5th	6th	7th	8th	9th	10th	11th	12th
Number of Girls	____	____	____	____	____	____	____	____	____

3. Number of boys in the county enrolled in other youth organizations -

Boy Scouts _____, Boys Clubs _____, Junior Achievement _____,

Junior League Baseball _____, Y.M.C.A. _____, Church Youth Groups _____.

	1965	1966	1967	1968	1969	1970
4. Number of members in 4-H						
Boys	____	____	____	____	____	____
First Year Boys		____	____	____	____	____
Boys 2nd year and beyond		____	____	____	____	____
Percentage Reenrolled		____	____	____	____	____
5. Girls in 4-H	____	____	____	____	____	____
First Year Girls		____	____	____	____	____
Girls 2nd year and beyond		____	____	____	____	____
Percentage Reenrolled		____	____	____	____	____
6. Number of Men Leaders		____	____	____	____	____
7. Number of Women Leaders		____	____	____	____	____

8. Types of Organized 4-H Groups in the County:

a. Total number of groups (or clubs) _____.
b. Community groups, boys and girls, multi-project _____.
c. Community groups, boys only, multi-project _____.
d. Community groups, girls only, multi-project _____.
e. Boy's project groups, single project _____.
f. Girl's project groups, single project _____.
g. Mixed project groups, single project _____.
h. Countywide groups, boys and girls _____.
i. Countywide groups, boys only _____.
j. Countywide groups, girls only _____.

9. Please indicate number of boys and girls enrolled in each project offered in the county.

PROJECT	ENROLLED Boys	Girls	PROJECT	ENROLLED Boys	Girls	
Animal Science	____	____	Automotive care	____	____	
Beef	____	____	Civil Defense	____	____	
Bees	____	____	Climatology	____	____	
Dairy	____	____	Electricity	____	____	
Dog Care	____	____	Gun Safety	____	____	
Entomology	____	____	Photography	____	____	
Fish Production	____	____	Small Engines	____	____	
Goats, milk	____	____	Tractor	____	____	
Horse	____	____	Woodworking	____	____	
Pigeons	____	____	Geology (rockhound)	____	____	
Poultry - chickens, turkeys, ducks, etc.	____	____	Health	____	____	
			Safety	____	____	
Rabbits & Cavies	____	____	Clothing & Textiles		____	(girls)
Sheep	____	____	Clothing & Textiles	____		(boys)
Swine	____	____	Knitting & Crochet.	____	____	
Veterinary Science	____	____	Foods & Nutr. Prep.	____	____	
Wildlife	____	____	Foods & Nutr. Pres.	____	____	
Fishing	____	____	Outdoor Cookery	____	____	
Other Animal Projects	____	____	Boys Fiids	____	____	
Field Crops	____	____	Child Care & Devel.	____	____	
Forage Crops	____	____	Home Improvement	____	____	
Flowers	____	____	Art Appreciation	____	____	
Forestry	____	____	Ceramics	____	____	
Fruit	____	____	Folk Dancing	____	____	
Ornamentals (not Flow)	____	____	Leathercraft	____	____	
Plant Science	____	____	Reading	____	____	
Vegetables	____	____	Other Arts & Crafts	____	____	
Marketing	____	____	Self Determined Ind.	____	____	
Town & Country Business	____	____	Self Determined Gp.	____	____	
Other (describe)			_____	____	____	
_____	____	____	_____	____	____	

10. Professional Staff in County	Number	Percentage of Time Spent on 4-H
County Director or Coordinator		____
Agricultural Agent(s)	____	____
Assistant Agricultural Agents	____	____
Home Economics Agent(s)	____	____
Assistant Home Economics Agent(s)	____	____
4-H Agent, Male	____	____
4-H Agent, Female	____	____
Other (Describe)	____	____

11. Residence of members, current year

	Boys	Girls
Farm	____	____
Rural non farm and towns to 10,000 population.....	____	____
Towns and cities 10,000 to 50,000 population.....	____	____
Cities of over 50,000 (central city)	____	____
Suburbs of cities of 100,000 and over	____	____

12. Please give as accurately as possible the number of members participating in the following activities:

ACTIVITY	Boys	Girls
Demonstrations (gave at least one).....	____	____
Judging (livestock, crops, foods, clothing etc.).....	____	____
Showmanship and dress revue.....	____	____
Community Service.....	____	____
Recreation.....	____	____
Camping (at 4-H camps).....		
Other - List _____.....	____	____
_____.....	____	____

13. How many of your clubs had strong activity programs? _____

14. Please list the types of events held by clubs in your county. (tours, picnics, contests, exhibit days etc.)

15. What countywide events were held in your county during the past twelve months? Indicate the approximate attendance of 4-H members.

EVENT	ATTENDANCE

15. Please indicate how many minutes the following activities were used to promote the U.S. economy in your weekly work year.

	Work Hours	Hours to Home Economy	Hours Economic Activity
a. Business or products in materials			
b. Telecommunications goods in materials			
c. Power tools used by workers			
d. Direct purchases into products by workers			
e. Public and Government expenditures			
f. Risk reducing regulations			
g. Base metals			
h. Chemical, rubber, plastic products			
i. Construction materials			
j. Travel paid individuals to jobs out			
k. Other: _____			
l. _____			

17. In your weekly work and service activities used to assist, have you ever used the Internet? Yes ___ No ___ If yes, what are the Internet activities?

[illegible] STATUS STUDY 1-2 BOY-GIRL RATIO -- AGENTS

Please indicate your sex _____, your age ___, your years of service in Extension with 4-H ____, your estimate of the percentage of boys in your county 4-H program _____.

In each of the following statements please indicate by an X or check in the appropriate column the degree to which you agree or disagree with the statement.

State _____ County _____

	Definitely Agree	Agree	Undecided	Disagree	Strongly Disagree
1. It is important to have some boys in the 4-H program.					
2. It is all right if we have 4-H groups or more girls in the 4-H program.					
3. It is all right if 4-H becomes an all girl organization.					
4. 4-H would be a better organization if half the members were boys.					
5. 4-H would accomplish its objectives just as well as it does now if there were only girls in the 4-H program.					
6. [illegible]					
7. [illegible]					
8. [illegible]					
9. [illegible]					
10. [illegible]					
11. [illegible]					
12. [illegible]					
13. [illegible]					
14. [illegible]					
15. [illegible]					

[illegible]

_____ [illegible]

_____ [illegible]

_____I encouraged all local club leaders to make a special effort to enroll more boys in their clubs.
_____I encouraged some of my leaders to try to enroll more boys in 4-H.

_____I did not encourage any of my leaders to try to enroll more boys.

_____I made a special effort to secure men leaders in projects of particular interest to boys.
_____I have relied entirely on local leaders or community organizations to recruit both men and women leaders.
_____I have relied on local club leaders to recruit new members without any special emphasis on maintaining a high percentage of boys.
_____I informed leaders that it was important to maintain our enrollment of boys in 4-H.
_____I did not tell leaders that it was important to maintain the enrollment of boys in 4-H.

Please answer the following questions in your own words. Use the back of this sheet if you need additional space.

Please describe what (if anything) was done to increase the percentage of boys in 4-H in your county during the last year.

1. Please indicate your opinion of the effectiveness and ability of your volunteer leaders. What percentage would you place in each of these categories?

CAPABILITY OF LEADERS	Percentage of men	Percentage of women
Very effective as leaders	_____	_____
Effective as leaders	_____	_____
Moderately effectively as leaders	_____	_____
Slightly effective as leaders	_____	_____
Ineffective as leaders	_____	_____

2. Among the 4-H projects used in your county which five would you name as most important for boys? Please list in order of importance as you see them. 1. _____, 2. _____

3. _____, 4. _____, 5. _____.

Which five projects would you list as most important for girls?

1. _____, 2. _____, 3. _____

4. _____, 5. _____.

3. Which do you feel it is more difficult to recruit? (Check one)

a. Men with the potential to become good leaders _____.

b. Women with the potential to become good leaders_____.

4. Which leaders are most receptive to your training efforts?
Men _____ or Women _____

5. How many times have you met with your supervisor in the past twelve months? _____.

Has your supervisor discussed 4-H enrollment expansion with you during that time? Yes _____. No _____.

Has your supervisor discussed 4-H enrollment with you during the past twelve months? Yes _____. No _____.

Has your supervisor mentioned to you the boy-girl enrollment situation during that same time? Yes _____. No _____.

In your opinion, does your state administration encourage the adoption of new projects as they are developed? Yes____. No____.

Has your supervisor encouraged you to start new projects or activities? Yes _____. No _____.

Has your supervisor discouraged you from starting new 4-H projects or activities? Yes _____. No _____.

WESTERN STATES STUDY 1969

State Office Data

1. For each of the projects listed below please check in column 1 if the project (or one essentially the same but of a different name in your state) is available for use by 4-H members in your state. In column 2 please indicate by'yes'or'no' whether project literature is available. In column 3 please indicate whether adequate specialist help is available for the project (yes or no). In column 4 and 5 please indicate the enrollment of boys and girls in the project the latest year for which you have figures available.

PROJECT	COL. 1.	COL. 2.	COL. 3	COL. 4.	COL. 5.
Animal Science					
Beef					
Bees					
Dairy					
Dog Care					
Entomology					
Fish Production					
Goats, Milk					
Horse					
Pigeons					
Poultry, chickens, ducks, Turkeys, geese, etc.					
Rabbits and Cavies					
Sheep					
Swine					
Veterinary Science					
Wildlife					
Fishing					
Other Animal Projects					
Field Crops					
Forage Crops					
Flowers					
Forestry					
Grass					
Ornamentals (not flowers)					
Plant Science					
Vegetables					
Weaving					
Other Crops					
Agricultural Jobs & Careers					
Small Engines					
Electricity					
Electronics					
Farm Safety					
Photography					
Small Engines					
Tractor					
Woodworking					

WESTERN STATES STUDY State Office Data Cont'd.

PROJECT	Col 1.	Col 2.	Col 3.	Col 4.	Col 5.
Geology (rockhound)					
Health					
Safety					
Clothing & Textiles Girl					
Clothing & Textiles Boy					
Knitting & Crocheting					
Foods & Nutrition, Prep.					
Foods & Nutrition, Pres.					
Outdoor Cookery					
Boys Foods & Nutrition					
Child Care & Development					
Home Improvement					
Art Appreciation					
Ceramics					
Folk Dancing					
Leathercraft					
Other Arts & Crafts					
Self Determined-Indiv.					
Self Determined-Group					
Reading					
Other Projects,(describe)					

2. In the project list above please place a star before the name of each project that in your judgment has literature which meets the criteria listed below.
   a. Age graded for at least three age levels.
   b. Written at the proper age level (for which material is intended)
   c. Written in appealing style for particular age and use of members
   d. Photos and artwork adequate and appropriate for the audience.
   e. Use of more active words.
   f. Information is accurate and up to date.
   g. Adequate supply is available for all members (and leaders).
   h. Leaders bulletin(s) available.
   i. Size of type used is appropriate for age group for which intended.

3. Please list your state subject specialists and indicate the percentage of time each devotes to support of the 4-H program. Please show subject areas for which each specialist is responsible.

2. In the project list below please check in columns "a" through "i" opposite each project you have in your state if you think the project literature used for that project in your state meets the Criteria "a" through "i" listed on page 2.

PROJECT	a	b	c	d	e	f	g	h	i
Animal Science									
Beef									
Bees									
Dairy									
Dog Care									
Entomology									
Fish Production									
Goats, Milk									
Horses & Ponies									
Pigeons									
Poultry, all kinds									
Rabbits & Cavies									
Sheep									
Swine									
Poultry Science									
Veterinary Science									
Wildlife									
Fishing									
Other Animal Projects									
Field Crops									
Forage Crops									
Flowers									
Forestry									
Fruit									
Home Grounds Beautification									
Ornamentals, (not flowers)									
Pasture & Range Management									
Plant Science									
Vegetables									
Marketing									
Farm & Country Business									
Archery									
Automotive Care & Safety									
Bicycle Care & Safety									
Civil Defense									
Citizenship									
Electricity									
Gun Safety									
Photography									
Rocketry									
Small Engines									
Tractor									
Woodworking									
Other Mechanical Projects									
Geology (rockhound)									
Health									
Safety									
Water Conservation									

WESTERN STATES STUDY State Office Data Cont'd.

PROJECT	a	b	c	d	e	f	g	h	i
Clothing & Textiles, girls									
Clothing & Textiles, boys									
Knitting, Crocheting, Weaving									
Foods & Nutrition, Preparation									
Foods & Nutrition, Preservation									
Outdoor Cookery									
Foods & Nutrition (for boys)									
Child Care & Development									
Home Improvement									
Art Appreciation									
Ceramics									
Folk Dancing									
Leathercraft									
Painting & Sculpture									
Other Arts & Crafts									
Reading									
Self Determined, Individual									
Self Determined, Group									
Other Projects, (Describe)									

APPENDIX TABLE I.

ATTITUDE OF MEN AND WOMEN AGENTS TOWARD FACTORS AFFECTING BOY/GIRL RATIO

Statement	Sex	N	Strongly Agree +2	Agree +1	Undecided 0	Disagree -1	Strongly Disagree -2	Score
1	Men	55	46	9	-	-	-	+1.84
	Women	33	31	2	-	-	-	+1.94
2	Men	55	1	12	9	27	6	- .45
	Women	33	-	8	4	16	5	- .55
3	Men	55	-	-	-	11	44	-1.80
	Women	33	1	-	1	11	20	-1.48
4	Men	55	21	24	8	2	-	+1.16
	Women	33	10	13	4	6	-	+ .82
5	Men	55	-	1	-	24	30	-1.51
	Women	33	1	3	-	15	14	-1.15
6	Men	55	-	7	7	25	15	- .87
	Women	33	1	5	1	23	3	- .67
7	Men	55	5	20	11	14	5	- .11
	Women	33	5	8	8	10	2	- .12
8	Men	55	7	26	8	14	-	+ .47
	Women	33	-	11	6	14	2	- .21
9	Men	55	2	30	11	12	-	+ .40
	Women	33	1	15	2	8	1	- .21
10	Men	55	-	7	6	34	13	- .85
	Women	33	-	2	4	24	3	- .85
11	Men	55	-	21	13	26	4	+ .42
	Women	33	1	6	9	16	1	+ .39
12	Men	55	2	7	6	25	14	- .78
	Women	33	-	2	1	22	7	-1.30
13	Men	55	-	1	1	24	29	-1.47
	Women	33	-	-	1	13	19	-1.48
14	Men	55	-	1	-	23	30	-1.47
	Women	33	-	1	-	11	20	-1.60

APPENDIX TABLE II.

AGENT ATTITUDES TOWARD BOY/GIRL RATIO

Q u e s t i o n (see page 15)

State		1	2	3	4	5	6	7	8	9	10	11	12	13	14
ARIZONA	2	11			5			1	2						
N = 12	1	1	2		5	1	2	7	7	10			2		
	0		2					1		1	1	2	0		
	-1		6	1	2	4	7	2	3		8	9	8	2	3
	-2		2	11		7	3	1		1	3	1	2	10	9
Score +		1.92			1.08			1.42	.67	.67					
" -			.67	1.92		1.42	.92				1.17	.92	.83	1.83	1.75
COLORADO	2	11	1	1	6	1	1	4	3	2	-	-	1	-	-
N = 11	1		1	-	2	-		1	3	3	2	1	2	1	1
	0		1	-	2	-		2	1	5	-	3	1	-	-
	-1		6	2	1	2	4	1	4	1	6	6	5	5	3
	-2		2	8	-	8	6	3	-	0	3	1	2	2	7
Score +		2.00			1.18	1.55		.18	.45	.55					
" -			.64	1.55			1.36				.91	.64	.45	1.27	1.45
MONTANA	2	10			1		(N=11)						1		
N = 12	1	2	4		8		1	1	4	4		3	2		
	0		2		3		1	4	6	4	2	6	2		
	-1		6	3		7	8	6	2	4	9	3	5	7	7
	-2			9		5	1	1			1		2	5	5
Score +		1.83			.83				.17	.00		.00			
" -			.17	1.76		1.42	.82	.58			.92		.42	.83	.83
OREGON	2	10			4			1	1						
N = 13	1	3	5		5	2	4	2	5	5	2	5	1		1
	0		2		2		3	5	1	2	1	4	1		
	-1		6	3	2	5	5	5	4	6	9	4	9	3	5
	-2			10		6	1		2		1		2	10	7
Score +		1.77	.00	1.77	.69							.00			
" -						1.15	.23	.08	.08	.08	.69		.92	1.77	1.38
WASHINGTON	2	9			3							1			
N = 9	1		3		4		1	1	5	6	1	1	1		
	0		1		1			4		2	1	2	1		
	-1		2	3	1	4	6	3	4	1	7	4	3	3	3
	-2		1	6		5	2	1					4	6	6
Score +		2.00			.89				.40	.56		.33			
" -			.33	1.78		1.33	1.00	.40			.67		.33	1.67	1.67
WYOMING	2	10			7			1							
N = 10	1	2			6			7	7	10					
	0		2		2		3	2	3		2	3	2		1
	-1		5	4	3	7	3	4	3		6	3	4	1	6
	-2		1	6		3	4				2	4	2	9	3
Score +		1.80			.80				.30	.00					
" -			.50	1.70		1.30	1.36	.50			.67	.88	.33	1.33	1.33
IOWA	2	10			2			2	2	3			(N=11)		
N = 10	1	3	3		8		6	6	6	6	3	3	5		
	0		2		6			2	2	1	2	3	1		
	-1		4	2	2	8	4	1			5	3	3	2	2
	-2		1	8		2	1				1	2	1	9	9
Score +		2.00			.60				.20	.10					
" -			.40	1.80		1.20	1.00	.60			.70	.80	.40	1.20	1.20

APPENDIX TABLE III.

ACTION TAKEN BY AGENTS TO CORRECT BOY/GIRL RATIO
QUESTIONS 15-25

		QUESTION (Number of Agents Checking)									
State		+ 15	- 16	+ 17	0 18	- 19	+ 20	0 21	0 22	+ 23	- 24
ARIZONA N=12		4	6	1	3	4	5	2	7	4	3
1 agent -- no response	%	33.3	50.0	8.3	25.0	33.3	41.7	16.7	58.3	33.3	25.0
COLORADO N=11		3	4	0	5	3	8	1	7	3	4
	%	27.3	36.4	0	45.4	27.3	72.7	9.1	63.6	27.3	36.4
MONTANA N=12		5	5	1	6	4	7	3	6	4	4
	%	41.7	41.7	8.3	50.0	33.3	58.3	25.0	50.0	33.3	33.3
OREGON N=13		8	3	0	8	3	9	3	8	5	7
	%	61.6	23.1	0	61.6	23.1	69.2	23.1	61.6	38.4	54.8
WASHINGTON N=9		3	4	2	4	0	6	1	6	2	5
No reply from 1	%	33.3	44.4	22.2	44.4	0	66.7	11.1	66.7	22.2	55.5
WYOMING N=14		5	6	2	6	2	8	1	5	6	7
No replies from 2 agents	%	35.7	37.3	42.3	37.3	42.3	30.8	6.23	38.8	37.3	43.7
IDAHO N=13=2		12	1	4	6	2	7	2	4	7	4
No replies from 2 new agents	%	92.3	7.7	30.8	46.1	23.4	53.8	23.4	30.8	53.8	30.8
N=52 Total 6 gave credit did not res- pond to query		40	25	10	38	13	50	13	46	31	34
	%	76.8	53.8	26.8	76.7	26.8	61.8	25.8	56.8	57.8	66.7

APPENDIX TABLE IV. BANK GIVEN BOY'S PROJECTS
MASTER PROJECT LIST BY MEN VS WOMEN AGENTS

NO.	PROJECT	FIRST		SECOND		THIRD		FOURTH		FIFTH	
		MEN	WOM.	MEN	WOM.	MEN	WOM.	MEN	WOM.	MEN	WOM.
1.	Animal Science						1				
2.	Beef	16	3	4	1	3	1	1			1
3.	Bees										
4.	Dairy	1	1	2			2	2			
5.	Dog Care and Obedience		1			1					
6.	Entomology				2	1	1	1	3	4	2
7.	Fish Production										
8.	Goats, Milk										
9.	Horses & Ponies	4	2	13	4	7	1	6	1	5	1
10.	Pigeons										
11.	Poultry, all kinds							2			
12.	Rabbits and Cavies			1	1		1				
13.	Sheep	1		7	3	7	1	2			1
14.	Swine	2		1		3		1	1	1	2
15.	Poultry Science				1						
16.	Veterinary Science	1				1	2	1	1		
17.	Wildlife					1				1	
18.	Fishing										
19.	Other Animal Projects										
20.	Livestock, General	14	10	7	3	2		1	1	1	1
21.	Field Crops						1	1	1	1	
22.	Forage Crops										
23.	Flowers										
24.	Forestry	2	1			2	1			2	1
25.	Fruits										
26.	Home Grounds Beautification						2	1		1	
27.	Ornamentals, (not Flowers)										
28.	Pasture and Range Management	1								1	
29.	Plant Science				2	1	2			2	
30.	Vegetables				1	2		1	1	1	1
31.	Marketing			1							
32.	Town & Country Business										
33.	Archery					1					
34.	Automotive Care and Safety	4	3			2		1		1	1
35.	Bicycle Care & Safety										
36.	Civil Defense										
37.	Fingerprinting										
38.	Electricity	1		4		3	2	1	1	1	1
39.	Gun Safety							1			
40.	Photography	1		1		1	1	1	1		
41.	Sculpture										
42.	Small Engines			1		1	2		1	1	
43.	Tractor	1		2	1			2	1	1	
44.	Woodworking			2	1	3	1	2	1	1	1
45.	Mechanical Science, Tool & Miscellaneous			1	1	1		1			
46.	Welding, Soldering			1		1		1		2	1
47.	Health										
48.	Safety										
49.	Canning Foods	2	2	1	1	1	1	2	1	2	
50.	Clothing & Textiles, Girls										
51.	Clothing & Textiles, Boys										
52.	Cooking, Foods, Serving										
53.	Foods & Nutrition, Girls		1						1		1
54.	Foods & Nutrition, Boys										
55.	Canning Foods			1			1	1	1	2	2
56.	Foods & Nutrition for Boys										

APPENDIX TABLE IV. CONT'D

MASTER PROJECT LIST CONT'D.

NO.	PROJECT	FIRST		SECOND		THIRD		FOURTH		FIFTH	
		MEN	WOM.	MEN	WOM.	MEN	WOM.	MEN	WOM.	MEN	WOM.
57.	Child Care & Development										
58.	Home Improvement										
59.	Art Appreciation										
60.	Ceramics										
61.	Folk Dancing										
62.	Leathercraft	3				2		3	2	1	
63.	Painting & Sculpture										
64.	Creative Arts & Crafts	1		1		2		6		3	1
65.	Reading										
66.	Self Determined, Individual		1	1	1		1	1	1	1	
67.	Self Determined, Group									2	
68.	Other Projects, (describe)					1					1
69.	Home & Money Management								1		
70.	Consumer Education										
71.	Conservation	1				1		2	1		
72.	Personal Development		1		1	1					
73.	Career Exploration					1	1				
75.	Home Economics, All & Beginning									1	1
76.	Citizenship				1			1			
77.	Group Living										
78.	Grooming										
79.	Home Maintenance, Fixit								1		
80.	Natural Science						1	1			
81.	General Agriculture								1		
82.	Bachelors										
	No choice	1	2	1	3	2	3	3	3	9	6
	Total	58	30	58	30	58	30	58	30	58	30

APPENDIX TABLE V. RANK GIVEN GIRL'S PROJECTS
MASTER PROJECT LIST BY MEN VS WOMEN AGENTS

NO. PROJECT	FIRST		SECOND		THIRD		FOURTH		FIFTH	
	MEN	WOM.	MEN	WOM.	MEN	WOM.	MEN	WOM	MEN	WOM
1. Animal Science										
2. Beef							2	2	1	
3. Bees										
4. Dairy							1			
5. Dog Care and Obedience							1		1	
6. Entomology										1
7. Fish Production										
8. Goats, Milk										
9. Horses & Ponies	1		4		10	1	4	2	5	2
10. Pigeons										
11. Poultry, all kinds										
12. Rabbits and Cavies										
13. Sheep					3				2	
14. Swine										
15. Poultry Science										
16. Veterinary Science							1			
17. Wildlife										
18. Fishing										
19. Other Animal Projects										
20. Livestock, General			1		2	1	4	2	4	1
21. Field Crops										
22. Forage Crops										
23. Flowers										
24. Forestry									1	
25. Fruit										
26. Home Grounds Beautification					1		1	1	3	1
27. Ornamentals, (not flowers)							1		1	
28. Pasture and Range Management										
29. Plant Science					1					1
30. Vegetables							2		2	
31. Marketing										
32. Town & Country Business										
33. Archery										
34. Automotive Care and Safety										
35. Bicycle Care & Safety										
36. Civil Defense										
37. Climatology										
38. Electricity							1			
39. Gun Safety										
40. Photography							1			
41. Rocketry										
42. Small Engines										
43. Tractor										
44. Woodworking									1	
45. Mechanical Science, Gen. & Other									1	
46. Geology, Rockhound							1			
47. Health					1				2	
48. Safety										
49. Junior Leadership	2	4	1		4		3	2	3	
50. Clothing & Textiles, girls	31	15	16	8	5	4				1
51. Clothing & Textiles, boys										
52. Knitting, Crocheting, Weaving			2	1	4	2	1	2		5
53. Foods & Nutrition, Preparation	17	8	30	16	2	3	3	2		
54. Foods & Nutrition, Preservation					2		1		2	1
55. Outdoor Cookery							1			
56. Foods & Nutrition for Boys										

APPENDIX TABLE V. CONT'D
MASTER PROJECT LIST CONT'D.

NO.	PROJECT	FIRST MEN	FIRST WOM.	SECOND MEN	SECOND WOM.	THIRD MEN	THIRD WOM.	FOURTH MEN	FOURTH WOM.	FIFTH MEN	FIFTH WOM.
57.	Child Care & Development			1		2	3	6	6	3	2
58.	Home Improvement	1	1	1		15	11	10	3	8	5
59.	Art Appreciation										1
60.	Ceramics										
61.	Folk Dancing										
62.	Leathercraft										
63.	Painting & Sculpture										
64.	Creative Arts & Crafts	1	1			2		4	1	3	1
65.	Reading										
66.	Self Determined, Individual	1		1		1	2	1	1		1
67.	Self Determined, Group									1	
68.	Other Projects, (describe)										
69.	Home & Money Management				2	2	2		4	3	3
70.	Consumer Education										
71.	Conservation							1			
72.	Personal Development		1		1			1			
73.	Career Exploration				1			1			
75.	Home Economics, All & Beginning	3									
76.	Citizenship								1		
77.	Group Living										1
78.	Grooming									1	
79.	Home Maintenance, Fixit										
80.	Natural Science										
81.	General Agriculture										
82.	Bachelors										
	No Choice	1		1	1	1	1	5	1	10	3
	Total	58	30	58	90	58	30	58	30	55	30

APPENDIX TABLE VI. RANK GIVEN TO PROJECTS FOR BOYS BY RURAL & URBAN AGENTS
MASTER PROJECT LIST

NO. PROJECT	FIRST		SECOND		THIRD		FOURTH		FIFTH	
	R	U	R	U	R	U	R	U	R	U
1. Animal Science						1				
2. Beef	12	7	4	1	3	1	1		1	
3. Bees		2		1				1		
4. Dairy			1			1	1			
5. Dog Care and Obedience		1				1				
6. Entomology			1	1	1	1	2	2	2	4
7. Fish Production										
8. Goats, Milk										
9. Horses & Ponies	3	3	7	11	5	3	2	5	3	3
10. Pigeons										
11. Poultry, all kinds							1	1		
12. Rabbits and Cavies				2	1					
13. Sheep		1	6	4	7	1	2		1	
14. Swine	2		1		1	1	2		2	1
15. Poultry Science				1						
16. Veterinary Science		1				3		2		
17. Wildlife						1			1	
18. Fishing										
19. Other Animal Projects										
20. Livestock, General	13	11	4	6		2	1	1		2
21. Field Crops					1		1	1	1	
22. Forage Crops										
23. Flowers										
24. Forestry	1	2			1	2			3	
25. Fruit										
26. Home Grounds Beautification					1	1	1			1
27. Ornamentals, (not flowers)										1
28. Pasture and Range Management	1									
29. Plant Science			2		1	2			3	3
30. Vegetables			1			2	1	1	5	1
31. Marketing			1							
32. Town & Country Business										
33. Archery					1					
34. Automotive Care and Safety	3	2			3	2		1	1	1
35. Bicycle Care & Safety										
36. Civil Defense										
37. Climatology										
38. Electricity	1		1	5	4	1	1	5	2	1
39. Gun Safety								1		
40. Photography		1		1		2		2		
41. Rocketry					1	2	1	1	1	
42. Small Engines				1						
43. Tractor	1		4	1			3	2		2
44. Woodworking			2	1		4	4	2		2
45. Mechanical Science, Gen. & Other			1	2	1			1		
46. Geology, Rockhound			1			1		1	1	3
47. Health										
48. Safety										
49. Junior Leadership	3	5	1	1	2		4			2
50. Clothing & Textiles, girls										
51. Clothing & Textiles, boys			1							
52. Knitting, Crocheting, Weaving										
53. Foods & Nutrition, Preparation		1					1		1	1
54. Foods & Nutrition, Preservation										
55. Outdoor Cookery			1		1		2	1	2	4
56. Foods & Nutrition for Boys										

APPENDIX TABLE VI. CONT'D. RANK GIVEN TO PROJECTS FOR BOYS BY RURAL & URBAN AGENTS
MASTER PROJECT LIST CONT'D.

NO.	PROJECT	FIRST R	FIRST U	SECOND R	SECOND U	THIRD R	THIRD U	FOURTH R	FOURTH U	FIFTH R	FIFTH U
57.	Child Care & Development										
58.	Home Improvement										
59.	Art Appreciation										
60.	Ceramics										
61.	Folk Dancing										
62.	Leathercraft		3			1	1	3	2	1	
63.	Painting & Sculpture										
64.	Creative Arts & Crafts	1	1	1			2	1	5		4
65.	Reading										
66.	Self Determined, Individual		1	1	1		1	1	1	1	
67.	Self Determined, Group									1	1
68.	Other Projects, (describe)					1				1	
69.	Home & Money Management								1		
70.	Consumer Education										
71.	Conservation	1					1	2	1		
72.	Personal Development		1		1		1				
73.	Career Exploration					1	1				
75.	Home Economics, All & Beginning									1	1
76.	Citizenship				1				1		
77.	Group Living										
78.	Grooming										
79.	Home Maintenance, Fixit										
80.	Natural Science						1	1			
81.	General Agriculture							1	1		
82.	Bachelors										
	No Choice	3		3	1	4	1	5	1	10	5
	Total	45	43	45	43	45	43	45	43	45	43

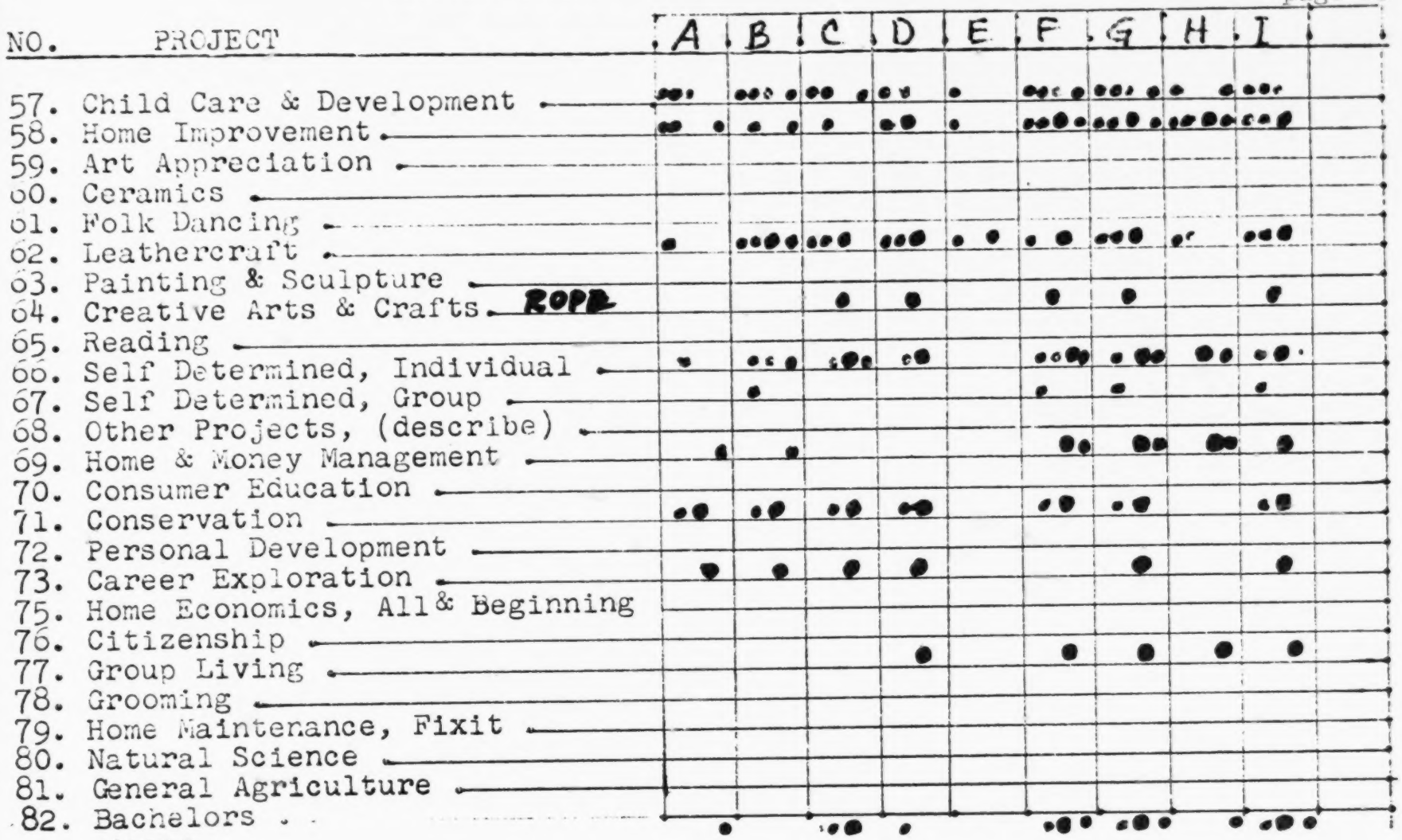
APPENDIX TABLE VII. RANK GIVEN PROJECTS FOR GIRLS
MASTER PROJECT LIST BY RURAL & URBAN AGENTS

NO.	PROJECT	FIRST		SECOND		THIRD		FOURTH		FIFTH	
		R	U	R	U	R	U	R	U	R	U
1.	Animal Science							3	1	1	
2.	Beef								1		
3.	Bees								1		1
4.	Dairy										1
5.	Dog Care and Obedience										1
6.	Entomology										
7.	Fish Production										
8.	Goats, Milk		1		4	5	6	4	2	6	1
9.	Horses & Ponies										
10.	Pigeons										
11.	Poultry, all kinds										
12.	Rabbits and Cavies					2	1				2
13.	Sheep										
14.	Swine								1		
15.	Poultry Science										
16.	Veterinary Science										
17.	Wildlife										
18.	Fishing										
19.	Other Animal Projects			1		1	2	3	3	2	3
20.	Livestock, General										
21.	Field Crops										
22.	Forage Crops										
23.	Flowers										1
24.	Forestry										
25.	Fruit						1	1	1	2	2
26.	Home Grounds Beautification							1			1
27.	Ornamentals, (not flowers)						1			1	
28.	Pasture and Range Management							2			
29.	Plant Science										2
30.	Vegetables										
31.	Marketing										
32.	Town & Country Business										
33.	Archery										
34.	Automotive Care and Safety										
35.	Bicycle Care & Safety										
36.	Civil Defense										
37.	Climatology										
38.	Electricity								1		
39.	Gun Safety							1			
40.	Photography										
41.	Rocketry										
42.	Small Engines										
43.	Tractor										1
44.	Woodworking									1	
45.	Mechanical Science, Gen. & Other							1			
46.	Geology, Rockhound					1					2
47.	Health										
48.	Safety	1	5	1		3	1	3	2	1	2
49.	Junior Leadership	22	24	16	8	4	5				1
50.	Clothing & Textiles, girls										
51.	Clothing & Textiles, boys			1	2	4	2		3	3	2
52.	Knitting, Crocheting, Weaving	17	8	22	24		5	2	4		
53.	Foods & Nutrition, Preparation					1	1	1		2	1
54.	Foods & Nutrition, Preservation							1			
55.	Outdoor Cookery										
56.	Foods & Nutrition for Boys										

APPENDIX TABLE VII. CONT'D. RANK GIVEN PROJECTS FOR GIRLS BY RURAL & URBAN AGENTS
MASTER PROJECT LIST CONT'D.

NO.	PROJECT	FIRST R	FIRST U	SECOND R	SECOND U	THIRD R	THIRD U	FOURTH R	FOURTH U	FIFTH R	FIFTH U
57.	Child Care & Development			1	1	4	1	6	6	3	2
58.	Home Improvement	1	1	1		14	12	8	4	8	5
59.	Art Appreciation									1	
60.	Ceramics										
61.	Folk Dancing										
62.	Leathercraft										
63.	Painting & Sculpture										
64.	Creative Arts & Crafts	1	1			2		1	4		4
65.	Reading										
66.	Self Determined, Individual		1		1	1	2	1	1	1	
67.	Self Determined, Group										1
68.	Other Projects, (describe)										
69.	Home & Money Management			1	1	2	2	2	2	4	2
70.	Consumer Education										
71.	Conservation								1		
72.	Personal Development		1		1				1		
73.	Career Exploration				1				1		
75.	Home Economics, All & Beginning	2	1								
76.	Citizenship								1		
77.	Group Living										1
78.	Grooming									1	
79.	Home Maintenance, Fixit										
80.	Natural Science										
81.	General Agriculture										
82.	Bachelors	No Choice									
		1/45	—/43	1/45	1/43	1/45	1/43	4/45	2/43	8/45	5/43

NO.	PROJECT	A	B	C	D	E	F	G	H	I
1.	Animal Science									
2.	Beef									
3.	Bees									
4.	Dairy									
5.	Dog Care and Obedience									
6.	Entomology									
7.	Fish Production									
8.	Goats, Milk									
9.	Horses & Ponies									
10.	Pigeons									
11.	Poultry, all kinds									
12.	Rabbits and Cavies									
13.	Sheep									
14.	Swine									
15.	Poultry Science									
16.	Veterinary Science									
17.	Wildlife									
18.	Fishing									
19.	Other Animal Projects									
20.	Livestock, General									
21.	Field Crops									
22.	Forage Crops									
23.	Flowers									
24.	Forestry									
25.	Fruit									
26.	Home Grounds Beautification									
27.	Ornamentals, (not flowers)									
28.	Pasture and Range Management									
29.	Plant Science									
30.	Vegetables									
31.	Marketing									
32.	Town & Country Business									
33.	Archery									
34.	Automotive Care and Safety									
35.	Bicycle Care & Safety									
36.	Civil Defense									
37.	Climatology									
38.	Electricity									
39.	Gun Safety									
40.	Photography									
41.	Rocketry									
42.	Small Engines									
43.	Tractor									
44.	Woodworking									
45.	Mechanical Science, Gen. & Other									
46.	Geology, Rockhound									
47.	Health									
48.	Safety									
49.	Junior Leadership									
50.	Clothing & Textiles, girls									
51.	Clothing & Textiles, boys									
52.	Knitting, Crocheting, Weaving									
53.	Foods & Nutrition, Preparation									
54.	Foods & Nutrition, Preservation									
55.	Outdoor Cookery									
56.	Foods & Nutrition for Boys									



a. Age graded for at least three age levels.
b. Written at the proper age level (for which material is intended)
c. Written in appealing style for particular age and sex of members.
d. Photos and artwork adequate and appropriate for the audience.
e. One or more colors used.
f. Information is accurate and up to date.
g. Adequate supply is available for all members (and leaders).
h. Leader Guide(s) available.
i. Size of type used is appropriate for age group for which intended.

APPENDIX TABLE IX. PROJECT ENROLLMENT OF STATES
MASTER PROJECT LIST

NO.	PROJECT	ARIZONA		COLORADO		MONTANA		OREGON		WYOMING	
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
1.	Animal Science	42	7	—	—	—	—	42	23	0	0
2.	Beef	503	253	2536	1582	1565	1101	1326	1002	740	621
3.	Bees	30	0	27	5	0	0	29	1	6	3
4.	Dairy	116	59	314	273	260	188	558	561	121	69
5.	Dog Care and Obedience	84	155	256	563	35	51	301	736	50	144
6.	Entomology	115	41	295	116	156	107	184	77	76	24
7.	Fish Production	0	0	0	0	0	0	4	0	0	0
8.	Goats, Milk	47	26	0	0	0	0	76	93	0	0
9.	Horses & Ponies	759	1162	1617	2347	731	1068	1449	4877	618	416
10.	Pigeons	0	0	0	0	0	0	39	21	0	0
11.	Poultry, all kinds	213	25	332	166	162	88	241	152	72	29
12.	Rabbits and Cavies	321	180	517	381	247	174	343	338	87	76
13.	Sheep	378	276	1232	960	771	731	1026	1231	661	457
14.	Swine	252	138	1079	343	444	191	565	327	162	47
15.	Poultry Science	0	0	0	0	0	0	18	13	0	0
16.	Veterinary Science	122	103	538	529	122	122	265	352	91	104
17.	Wildlife	BOYS DEVELOPED		1261	260	0	0	73	48	282	78
18.	Fishing	0	0	0	0	0	0	165	18	104	25
19.	Other Animal Projects	0	0	0	0	0	0	7	11	0	0
20.	Livestock, General	0	0	0	0	0	0	0	0	0	0
21.	Field Crops	27	5	565	51	341	60	17	0	40	16
22.	Forage Crops	0	0	0	0	0	0	6	6	2	2
23.	Flowers	0	0	0	0	0	0	220	476	0	0
24.	Forestry	0	0	257	40	244	110	676	310	30	25
25.	Fruit	0	0	0	0	0	0	12	12	0	0
26.	Home Grounds Beautification	70	50	94	343	160	244	9	15	60	54
27.	Ornamentals, (not flowers)	0	0	0	0	0	0	15	14	0	0
28.	Pasture and Range Management	0	0	50	4	183	82	29	5	0	0
29.	Plant Science	39	6	0	0	0	0	0	0	0	0
30.	Vegetables	127	49	494	294	754	665	427	408	179	162
31.	Marketing	0	0	0	0	0	0	69	30	0	0
32.	Town & Country Business	0	0	0	0	0	0	0	2	0	0
33.	Archery	0	0	0	0	0	0	349	66	0	0
34.	Automotive Care and Safety	171	35	224	57	266	71	28	2	93	13
35.	Bicycle Care & Safety	0	0	0	0	0	0	48	67	0	0
36.	Civil Defense	0	0	0	0	0	0	80	78	0	0
37.	Climatology	0	0	0	0	0	0	7	3	0	0
38.	Electricity	268	20	352	10	538	29	351	53	177	2
39.	Gun Safety	0	0	0	0	0	0	554	133	0	0
40.	Photography	137	78	433	311	314	515	226	179	115	109
41.	Rocketry	0	0	0	0	0	0	18	1		
42.	Small Engines	48	0	622	8	69	0	39	0	73	7
43.	Tractor	220	8	372	9	360	20	402	16	91	2
44.	Woodworking SKIING	236	15	916	46	772	63	408	48	184	15
45.	Mechanical Science, Gen. & Other	0	0	0	0	0	0	30	50	0	0
46.	Geology, Rockhound	90	48	0	0	0	0	326	149	235	113
47.	Health	159	267	8	69	0	0	677	833	0	0
48.	Safety INCL (FIRST AID)	201	303	962	1164	0	0	51	70	0	0
49.	Junior Leadership	263	393	737	1441	717	1572	341	1031	272	615
50.	Clothing & Textiles, girls	27	3975	0	9160	0	6369	38	9102	9	3938
51.	Clothing & Textiles, boys	0	0	27	0	24	0	101	5	0	0
52.	Knitting, Crocheting, Weaving	0	768	44	4237	0	0	92	3993	1	885
53.	Foods & Nutrition, Preparation	234	2518	487	7849	470	5607	650	7020	213	2429
54.	Foods & Nutrition, Preservation	0	174	2	167		5607	23	422	9	36
55.	Outdoor Cookery	50	420	0	0	0	0	441	429	0	0
56.	Foods & Nutrition for Boys	0	0	0	0	0	0	0	0	0	0

APPENDIX TABLE IX. CONT'D PROJECT ENROLLMENT OF STATES
MASTER PROJECT LIST CONT'D.

NO. PROJECT	ARIZONA		COLORADO		MONTANA		OREGON		WYOMING	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
57. Child Care & Development	0	130	2	445	0	0	1	183	0	0
58. Home Improvement	7	200	29	1759	46	562	39	689	21	790
59. Art Appreciation	0	0	0	0	0	0	107	315	0	0
60. Ceramics	0	0	0	0	0	0	16	49	0	0
61. Folk Dancing	0	0	0	0	0	0	216	398	0	0
62. Leathercraft	350	110	2058	757	0	0	560	314	718	338
63. Painting & Sculpture	0	0	0	0	0	0	0	0	0	0
64. Creative Arts & Crafts	230	143	203	11	0	0	242	358	102	44
65. ~~Reading~~ EMPIRE BUILDERS	0	0	0	0	0	0	206	505	29	62
66. Self Determined, Individual	Beg 28	eload	434	644	389	540	0	0		
67. Self Determined, Group			0	0						
68. Other Projects, (describe) WEEDS									13	3
69. Home & Money Management									1	53
70. Consumer Education										
71. Conservation			491	341					41	18
72. Personal Development										
73. Career Exploration			34	70					8	13
75. Home Economics, All & Beginning										
76. Citizenship										
77. Group Living									11	89
78. Grooming							0	20		
79. Home Maintenance, Fixit										
80. Natural Science										
81. General Agriculture										
82. Bachelors										
TOTAL ENROLLMENT	4070	7070	10126	16750	5218	9435	11377	25960	3145 94	6275 20
NON club	4136	7134								
LEADERS	638	1278					1319	4295		

MASTER PROJECT LIST

NO.	PROJECT	UTAH BOYS	UTAH GIRLS		WASH Total	TOTAL BOYS	TOTAL GIRLS	GRAND TOTAL		
1.	Animal Science	31	4			115	34		149	
2.	Beef	508	183		2548	7178	4792	14	468	
3.	Bees	0	0		20	91	9		121	
4.	Dairy	307	65		1459	1736	1215	4	410	
5.	Dog Care and Obedience	63	93		836	789	1792	3	367	
6.	Entomology	161	56		131	938	415	1	413	
7.	Fish Production	0	0			4	0		4	
8.	Goats, Milk	0	0		87	123	113		318	
9.	Horses & Ponies	1052	1178		7106	6232	11598	24	936	
10.	Pigeons	0	0			39	21		60	
11.	Poultry, all kinds	105	64		478	1115	589	2	187	
12.	Rabbits and Cavies	95	25		650	1600	1179	3	429	
13.	Sheep	326	148		1309	4334	3783	9	476	
14.	Swine	285	65		544	2781	1111	4	447	
15.	Poultry Science	0	0			18	13		31	
16.	Veterinary Science	57	24		620	1139	1234	2	987	
17.	Wildlife	0	0			1616	386	2	007	
18.	Fishing	0	0			269	43		312	
19.	Other Animal Projects	0	0		36	7	11		54	
20.	Livestock, General	0	0			0	0		0	
21.	Field Crops	67	4		17	1057	130	1	204	
22.	Forage Crops	0	0			14	8		22	
23.	Flowers	17	25			237	476		713	
24.	Forestry	75	62		395	1261	547	2	204	
25.	Fruit	0	0			12	12		24	
26.	Home Grounds Beautification	0	0		241	395	706	1	340	
27.	Ornamentals, (not flowers)	76	72			91	14		105	
28.	Pasture and Range Management	38	17			300	108		408	
29.	Plant Science	0	0		16	39	6		61	
30.	Vegetables	272	96		787	2253	1614	4	654	
31.	Marketing	0	0		3	69	80		152	
32.	Town & Country Business	9	42			9	2		11	
33.	Archery	0	0			349	66		415	
34.	Automotive Care and Safety	39	16		131	826	194	1	151	
35.	Bicycle Care & Safety	81	39		14	129	106		249	
36.	Civil Defense	90	90			170	168		338	
37.	Climatology	0	0			7	3		10	
38.	Electricity	88	0		358	1775	119	2	247	
39.	Gun Safety	0	0			554	133		687	
40.	Photography	131	52		550	1304	1244	3	148	
41.	Rocketry					18	1		19	
42.	Small Engines	6	0		398	857	15	1	270	
43.	Tractor	173	6		210	1618	61	1	889	
44.	Woodworking	60	4		178	2576	191	7	945	
45.	Mechanical Science, Gen. & Other	0	0		41	30	50		121	
46.	Geology, Rockhound	91	18		51	742	318	1	121	
47.	Health	0	0		147	836	1169	2	152	
48.	Safety	0	0		46	1214	1537	2	317	est.
49.	Junior Leadership EST	131	540		2067	2330	5052	9	444	2457 5592
50.	Clothing & Textiles, girls	12	7206		6368	86	39750	46	204	
51.	Clothing & Textiles, boys	0	0			157	5		157	
52.	Knitting, Crocheting, Weaving	0	0		1182	137	9883	11	202	
53.	Foods & Nutrition, Preparation	351	7326		5487	2405	33249	41	141	
54.	Foods & Nutrition, Preservation	0	149			25	6560	6	585	
55.	Outdoor Cookery	0	0			491	849	1	340	
56.	Foods & Nutrition for Boys	0	0			0	0		0	

APPENDIX TABLE IX. CONT'D PROJECT ENROLLMENT OF STATES
MASTER PROJECT LIST CONT'D

NO.	PROJECT	UTAH BOYS	UTAH GIRLS		WASH TOTAL	TOTAL BOYS	TOTAL GIRLS				
57.	Child Care & Development	yes but Not AVAILABLE			357	3	758	1	118		
58.	Home Improvement	14	1495		346	156	5495	5	997		
59.	Art Appreciation					107	315		422		
60.	Ceramics					16	49		65		
61.	Folk Dancing & RECREATION				84	216	398		698		
62.	Leathercraft	yes but Not AVAILABLE			329	1886	1519	+3	734		
63.	Painting & Sculpture					0	0		0		
64.	Creative Arts & Crafts				1073	777	556	2	406		
65.	Reading					235	567		802		
66.	Self Determined, Individual					823	1184	2	007		
67.	Self Determined, Group					0	0		0		
68.	Other Projects, (describe) WEEDS	66	29		130	79	3		212		
69.	Home & Money Management	9	1400		82	10	1453	1	545		
70.	Consumer Education										
71.	Conservation				326	532	359	1	216		
72.	Personal Development				114		0		114		
73.	Career Exploration				42	42	83		167		
75.	Home Economics, All & Beginning				545	0			545		
76.	Citizenship				129	0			129		
77.	Group Living					11	89		100		
78.	Grooming					0	20		20		
79.	Home Maintenance, Fixit										
80.	Natural Science				116						
81.	General Agriculture										
82.	Bachelors				170						
	TOTAL ENROLLMENT	4089	14656	7482	16788	45507	46434	141	919		
	TOTAL LEADERS	NA	NA	1749	NA						
						38025	39646	WITHOUT	WASHINGTON		

APPENDIX TABLE X.

PROJECT STATUS

1. For each of the projects listed below please check in column 1 if the project (or one essentially the same but of a different name in your state) is available for use by 4-H members in your state. In column 2 please indicate by 'yes' or 'no' whether project literature is available. In column 3 please indicate whether adequate specialist help is available for the project (yes or no). In column 4 and 5 please indicate the enrollment of boys and girls in the project the latest year for which you have figures available.

PROJECT — Number of States Reporting.	COL 1. Project Available Yes	COL 1. Project Available No	COL 2. Literature Available Yes	COL 2. Literature Available No	COL 3. Specialist Help Adequate Yes	COL 3. Specialist Help Adequate No	COL 4. Enrollment Boys Yes	COL 4. Enrollment Boys No	COL 5. Enrollment Girls Yes	COL 5. Enrollment Girls No
Animal Science	5	2	5	2	3	2	3		3	
Beef	7		7		6	1	7		7	
Bees	7		7		4	3	6		5	
Dairy	7		7		4	3	7		7	
Dog Care	7		7		2	5	7		7	
Entomology	7		7		6	1	7		7	
Fish Production		7			1		1			
Goats, Milk	3	4	3		3		3		3	
Horse	7		7		6		7		7	
Pigeons	1	7	1	7			1		1	
Poultry, chickens, ducks, Turkeys, geese, etc.	7		7		5	2	7		7	
Rabbits and Cavies	7		7		4	3	7		7	
Sheep	7		7		6	1	7		7	
Swine	7		7		6	1	7		7	
Veterinary Science	6	1	6		5	2	6		6	
Wildlife	3	4	3		2	1	3		3	
Fishing	2	5	2		1	1	2		2	
Other Animal Projects	1		1				2		2	
Field Crops	7		7		6	1	7		6	
Forage Crops	4	3	4		3	1	2		1	
Flowers	5	2	5		4	1	4		4	
Forestry	6	1	6		4	1	5		5	
Fruit	1		1		2		1		2	
Ornamentals (not flowers)	2	5	1		1		2		2	
Plant Science	4	3	4		4		1		1	
Vegetables	7		7		6	1	7		7	
Marketing	3	4	4		2	1	1		1	
Town & Country Business	2	5	2		1	1	1		2	
Automotive Care & Safety	7		7		4	3	7		7	
Civil Defense	2	5	2		1	1	2		2	
Climatology							1		1	
Electricity	7		7		5	2	7		6	
Gun Safety	3	4	2		2	1	2		2	
Photography	7		7		3	4	7		7	
Small Engines	7		7		5	2	7		6	
Tractor	7		7		5	2	7		6	
Woodworking	7		7		3	4	7		7	
ARCHERY	1		1				1		1	
Home Grounds Beautification	4		4		3	1	4		4	
Range Management	3		2		2	1	3		3	
Bicycle Care & Safety	3	4	3		1	2	3		2	

APPENDIX TABLE X. CONT'D

PROJECT	Col 1. Yes	Col 1. No	Col 2. Yes	Col 2. No	Col 3. Yes	Col 3. No	Col 4. Yes	Col 4. No	Col 5. Yes	Col 5. No
WEEDS	3	4	3		3		3		3	
Geology (rockhound)	4	3	4		2	2	5		4	
Health	4	3	4		2	2	4		4	
Safety	4	3	5		4		4		4	
Clothing & Textiles Girl	7		7		6	1	4		7	
Clothing & Textiles Boy	2	5	2		2		4		1	
Knitting & Crocheting	7		6		5	2	5		6	
Foods & Nutrition, Prep.	7		7		6	1	7		7	
Foods & Nutrition, Pres.	7		7		6	1	3		7	
Outdoor Cookery	4	3	4		4		2		3	
Boys Foods & Nutrition	1	6	1		1					
Child Care & Development	6	1	6		5	1	3		5	
Home Improvement	7		7		6	1	7		7	
Art Appreciation							1		1	
Ceramics							1		1	
Folk Dancing	1	6	1		1		1		1	
Leathercraft	6	1	6		*1	5	6		6	
Other Arts & Crafts	3	4	3				5		5	
Self Determined-Indiv.	5	2	5		2		5		5	
Self Determined-Group	3	4	3		1		1		1	
Reading										
Other Projects GROOMING										
JUNIOR LEADERSHIP	7		7		4	3	7		7	
HOME & MONEY MANAGEMENT	3	4	3		2	1	3		3	
CAREER EXPLORATION	2	5	2				2		2	
FIRST AID	1	6	1				1		1	
POULTRY SCIENCE	1	6	1				1		1	
CONSERVATION NAT. RESOURCES	3	4	3		3		3		3	
Beginning Home Ec.	1	6	1				1		1	
GROUP LIVING	1	6	1				1		1	
Bachelors	1	6	1		1		1			

2. In the project list above please place a star before the name of each project that in your judgment has literature which meets the criteria listed below.
   a. Age graded for at least three age levels.
   b. Written at the proper age level (for which material is intended)
   c. Written in appealing style for particular age and sex of members.
   d. Photos and artwork adequate and appropriate for the audience.
   e. One or more colors used.
   f. Information is accurate and up to date.
   g. Adequate supply is available for all members (and leaders).
   h. Leader Guide(s) available.
   i. Size of type used is appropriate for age group for which intended.

3. Please list your state subject specialists and indicate the percentage of time each devotes to support of the 4-H program. Please show subject areas for which each specialist is responsible.

* commercial

TABLE XI.

A RANKING BY 5 WESTERN STATES OF 18 HYPOTHESES DEVELOPED TO EXPLAIN THE DECREASING PERCENTAGE OF BOYS in 4-H

	5 State Mean Rank
I. Problems with program offerings for boys	
a. Projects in which boys are primarily interested are more complicated, i.e. it takes longer to carry them through to completion; many require a great deal of space (land); they cost more; they take facilities outside the home; vacations interfere more than with projects of special interest to girls, etc.	3
b. Extension agents do not attach much importance to newer projects for boys like woodworking, dog training and care, bicycle operation and safety, photography, small engines, etc.	1
c. Many projects in which boys are primarily interested (such as livestock) are no longer "real life" (relevant) experiences for boys growing up in today's urban society	4
d. Specialists' assistance is not adequate at the University in many areas in which boys are predominantly interested, i.e. engineering sciences; dog care and training; sports; outdoorsmen; crafts; etc.	6
e. Subject matter materials are not as well written and appealing in projects of predominant interest to boys as they are in projects of predominant interest to girls	5
f. In projects of predominant interest to boys, such as livestock, the member has less personal influence on how the exhibit turns out or comes up to the judges' expectations	7
g. The present image of 4-H leads most boys to believe they cannot belong to 4-H if they do not live on at least a small farm	2
II. Basic individual differences between boys and girls	
a. Boys are about 2 years less mature socially and physically at ages 8 to 15 and (a) they do not like co-educational groups and activities, (b) it is unfair for them to have to compete with girls in such areas as demonstrating, public speaking, judging, etc.	1
b. Boys do not like to compete with girls	4
c. Most communities provide more volunteer activities of this kind for boys than they do for girls. Also working on the farm or in the city handicaps a boy's participation in 4-H more than it would a girl	3
d. Boys do not join groups like 4-H as readily as do girls. It takes a more vigorous recruitment program to get boys to "sign-up"	2
e. Younger boys would prefer a uniform	5

TABLE XI. CONT'D

	5 State Mean Rank
III. Leadership	
a. Boys prefer men leaders and men leaders are more difficult to recruit	1
b. Men leaders are not as innovative and do not work as hard to make their meetings and activities interesting and exciting as do most women leaders	2
c. Boys are not involved in leadership activities with other boys as often as are girls involved in leadership activities with other girls	3
IV. General -- Attitudes, awareness, etc.	
a. Local Extension and 4-H leadership, parents, etc., are not aware of the problem of low boy enrollment in 4-H	1
b. Agricultural Extension Agents tend to restrict project offerings of interest to boys	3
c. Extension supervisors do not encourage Agricultural Extension Agents to expand program offerings to boys	2

RANK GIVEN TO AREAS WHICH WERE CONSIDERED THE MOST IMPORTANT TO STUDY AT THIS TIME

I. Problems with program offerings for boys	1
II. Basic individual differences between boys and girls	4
III. Leadership	3
IV. General -- Attitudes, awareness, etc.	2